Trimley St Mary PRIMARY SCHOOL	Formatted: Tab stops: 2.12 cm, Left
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Day-by-Day Lesson Plans-Our complete systematic synthetic phonics teaching programme based	Formatted: Font: XCCW Joined 19a Formatted: Default Paragraph Font, Font: XCCW Joined 19a,
on Letters and Sounds Day-by-Day Lesson Plans	12 pt, Bold, Font color: Auto Formatted: Font: XCCW Joined 19a, 12 pt, Bold
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Author's NoteIntroduction Overview	Formatted: Font: XCCW Joined 19a



<u>Trimley St Mary Phonics</u> Year 1	
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<u>Trimley St Mary Phonics</u> Year 1				
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<u>This document is a complete systematic</u>	develop the excellent principles and practice it	not necessarily the word from the plan. In	- >	
synthetic phonics teaching programme and	contains into manageable, day-by-day lesson	this case the teacher should follow the		Formatted: Font: XCCW Joined 19a, 7.5 pt, Not Bold, Not Italic
planning tool for teachers who are teaching	plans.	principles set out in the document and apply		Formatted: Heading 2, Pattern: Clear (White)
phonics. It develops the excellent principles	•	it to the word being taught. This document	1/1/2	Formatted
and practice it contains into manageable, day-by-day lesson plans. At Trimley St	• • • • • • • • • • • • • • • • • • •	references previous "high frequency words" but class teachers know to substitute these		(
Mary, we supplement these plans with SFA	HThis is a guide, and as such should be used with flexibility and at a pace which is	words with current Common Exception Words		Formatted: Font: XCCW Joined 19a, 7.5 pt, Not Bold, Font color: Custom Color(RGB(11,12,12))
teaching and learning approaches and	appropriate to each group or class; -	(CEWs) relevant to their year group.		Formatted: Font: XCCW Joined 19a, 7.5 pt, Not Bold
associated pedagogy. SFA is a validated	Everything in this book is included on the	The end of Phase assessment has been	7###\>	Formatted
systematic synthetic phonics (SSP) programme	accompanying CD in Word format, so	broken down into smaller steps to help /	// 🔊 \>	(
as outlined in accordance with new DfE	youstaff can customise these plansit to suit	teachers assess children's learning as they	/ 🛯 🛛	Formatted: Heading 2
guidelines. What is L C P Phonics Planning? It is not a phonics teaching scheme. Indeed	your own requirements, teaching style and	go. This should not replace the end of Phase / assessment, but be a tool to assess the		
I is the assumed that you already have such	pace, and the abilities of y our children.	children formatively, and inform teaching.	////	
a scheme in your school, for example, L C P				
Phonics. There are many other commercially	Each activity refers to the page number in	All of the Phases include the high-frequency	H	Formatted: Font: XCCW Joined 19a, 7.5 pt
produced schemes available. LCP Phonics	the <u>Trimley St Mary's Letters</u> and Saunds	words and tricky words from the lists on		Formatted
Planning is a planning tool for teachers who	document. It is important to note that when	page 194 in the document. Also included in		
are teaching phonics using the Letters and	there is a page number for an activity, for	Phase 5 and 6 are the 'next 200 common		
Sounds document from the DfES (now the DCSF). It grew out of my own attempts to	example, teaching how to read a tricky	words in order of frequency' from page 195, j so all words are covered. These words are		
get to grips with Letters and Sounds and to	<u>CEWword</u> , the page number will show how to	not differentiated between tricky or decodable		
get the springer while a contraction of a date to	read an example of a <u>CEWtricky word but</u>	a construction of the contract		
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<u>Year 1</u>

words but referred to simply as highfrequency words.

The **Phase I** plan follows one <u>Aspect a week</u>. Almost all activities from the document are included and where they don't fit there is advice at the bottom of each Aspect plan. It is important to refer to page 5 in the **Nates & Guidance** booklet where reference is made to the fact that "it may not be necessary to complete all seven aspects of phase are before starting ... phase two." It is also worth noting that the activities in Aspect 7 are suitable (and really useful) to use throughout Phase 2.

Phases 2 to 5 follow the suggested daily teaching sequence. This can be done in one

phonics session or split over several daily sessions. While developing my planning for Phase 5 I it was recognised that realised that I would need to spenda longer amount of time would need to be spent, longer than suggested in the document in teaching alternative pronunciations, and the blending and segmentation that goes with this. Therefore I have extended this to week 14 of Phase 5. There are no specific activities listed in Phase 5 to practise blending for reading and segmentation for spelling one-syllable words, so it's I suggested that staff st useing activities from earlier phases. This can easily be adapted for individual groups or classes.

Phase 6 takes on a different format as the teaching focuses on more complex aspects of spelling and reading, for example, the use of suffixes, longer words, and the introduction of the past tense. This can be taught at a slower pace but should be taught in the order its set out in the planning. The number of weeks' worth of planning gives teachers time to cover all activities over the year and makes allowances for festivals, topics and the other usual school activities.

I hope you find my planning useful. Any comments you have would be really helpful, and should be sent to phonics@LCP.co.uk.

Nicola Byrne

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<u>LCPTrimley St Mary -</u> <u>PPhonics Planning</u> <u>Overview</u>

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Phase	Aspect	Activity
Phase 1	Aspect 1	Environmental Sounds
		Main purpose:
		To develop the children's listening skills and awareness of sounds in the environment (Tuning into sounds – TIS).
		Further development of vocabulary and children's identification and recollection of difference between sounds (Listening and remembering
		sounds – LRS).
		To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).
Phase 1	Aspect 2	Instrumental Sounds
		Main purpose:
		To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).
		To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).
		To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).
Phase 1	Aspect 3	Body Percussion
		Main purpose:
		To develop awareness of sounds and rhythms (Tuning into sounds – TIS).
		To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS).
		To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).
Phase 1	Aspect 4	Rhythm and rhyme
		Main purpose:
		To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS).
		To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS).
		To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).
Phase 1	Aspect 5	Alliteration
		Main purpose:
		To develop understanding of alliteration (Tuning into sounds – TIS).
		To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS).
		To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).
Phase 1	Aspect 6	Voice sounds
		Main purpose:
		To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS).
		To explore speech sounds (Listening and remembering sounds – LRS).
		To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).

Phase	Week	Activity
Phase 2	Week 1	Learn and practise letters/sounds s a tep (set 1) and start to practise oral blending and segmenting p55.
		Blend and read the high frequency words a, at, as p64.
Phase 2	Week 2	Learn and practise letters/sounds i n m d (set 2) and practise letters/sounds learned so far p51.
		Practise oral blending and segmenting p55–6.
		Blend and read the high frequency words is, it, in, an, I p64.
		Teach blending with letters (for reading) p58.
		Practise blending for reading p59.
Phase 2	Week 3	Learn and practise letters/sounds g o c k (set 3) and practise letters/sounds learned so far p51.
		Practise oral blending and segmenting p55–6.
		Blend and read the high frequency words and, on, not, into, can, no, go p64.
		Teach blending with letters (for reading) p58.
		Practise blending for reading p59.
		Teach segmentation for spelling p61.
		Demonstrate reading captions using words with week 1 and 2 letters and and p66–7.
Phase 2	Week 4	Learn and practise letters/sounds ck e u r (set 4) and practise letters/sounds learned so far p51.
		Teach ck, explain its use at the end of words and practise reading words ending in ck.
		Practise oral blending and segmenting p55–6.
		Blend and read the high frequency words to, get, got, the, back, put p64.
		Blend for reading p59.
		Segment for spelling p61.
		Support children in reading, and demonstrate spelling, captions using week 1 to 3 letters and high frequency words and, the, to P66–7.
Phase 2	Week 5	Learn and practise letters/sounds h b f ff (set 5) and practise letters/sounds learned so far p51.
Thase E	Weeks	Teach that ff is usually at the end of a word and practise reading words ending in ff p51.
		Practise oral blending and segmenting p55–6.
		Blend and read the high frequency words no, go, his, him p64.
		Blend for reading p59.
		Segment for spelling p61.
		Support children in reading and spelling, captions using week 1 to 4 letters and high frequency words no, go, to and, the p66–7.
Phase 2	Week 6	Learn and practise letters/sounds I II and ss (set 5) and practise letters/sounds learned so far p51.
Thuse L	WEEKU	Teach that II and ss is usually at the end of a word and practise reading words ending in ff p51.
		Segment for spelling p61.
		Blend and read the high frequency words of, dad, mum, up p64.
		Blend for reading p59.
		Continue to support children in reading and spelling captions using week 1 to 5 letters and high frequency words no, go, to and, the, to p66–
		7.
		End of Phase 2 Assessment.

<u>Year 1</u>

Phase	Week	Activity
Phase 3	Week 1	Learn and practise letters/sounds j v w x (set 6) p78–79.
		Learn an alphabet song p80.
		Practise segmentation for spelling p88–91.
		Read and write sentences using set 1 to 6 letters and, no, go, the, and, to, I.
		Practise all letters/sounds learned so far.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Practise reading the high frequency words off, can, had, back p91–93.
Phase 3	Week 2	Learn and practise letters/sounds y z zz qu (set 7) p78–79.
		Point to the letters in the alphabet while singing alphabet song p80.
		Practise segmentation for spelling p88–91.
		Read and write sentences using set 1 to 6 letters and, no, go, the, and, to, I.
		Practise all letters/sounds learned so far.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Teach reading the tricky words we, me, he, be, she p91–93.
Phase 3	Week 3	Learn and practise letters/sounds sh th ch ng p81.
		Point to the letters in the alphabet while singing alphabet song p80.
		Practise segmentation for spelling p88–91.
		Read and write sentences using set 1 to 6 letters and, no, go, the, and, to, I.
		Practise reading two-syllable words p94.
		Practise all previously learned GPCs.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Teach reading the high frequency words are, see p91–93.
		Practise reading and writing captions and sentences p 95–98.
Phase 3	Week 4	Learn and practise letters/sounds ai ee long oo short oo p81.
		Point to the letters in the alphabet while singing alphabet song p80.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency words was, will, with p91–93.
		Practise reading and writing captions and sentences p95–98.
		Practise all previously learned GPCs.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Practise reading two-syllable words p94.

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Phase	Week	Activity
Phase 3	Week 5	Learn and practise letters/sounds oa ar or igh p81.
	Weeke	Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Practise reading and writing captions and sentences p95–98.
		Practise all previously learned GPCs.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency words my, for, too p91–93.
Phase 3	Week 6	Learn and practise letters/sounds ur ow oi ear p81.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Practise reading and writing captions and sentences p95–98.
		Practise all previously learned GPCs.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency words you, this, that p91–93.
Phase 3	Week 7	Learn and practise letters/sounds er air ure p81.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Practise reading and writing captions and sentences p95–98.
		Practise all previously learned GPCs.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency words they, then, them, down p91–93.
Phase 3	Week 8	Practise all previously learned GPCs.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Teach how to read two-syllable words p94.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency words her, now p91–93.
		Practise reading and writing captions and sentences p95–98.
Phase 3	Week 9	Practise all previously learned GPCs.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Teach how to read two-syllable words p94.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency words all, look p91–93.
		Practise reading and writing captions and sentences p95–98.
Phase 3	Week 10	Practise all previously learned GPCs.
		Practise segmentation for spelling p88–91.
		Teach reading the high frequency word are p91–93.
		Practise reading and writing captions and sentences p95–98.
		Practise blending for reading p85–88.
		Practise reading high frequency words learned so far.
		Practise reading two-syllable high frequency words p94.

Phase	Week	Activity
Phase 4	Week 1	Practise recognition and recall of Phase 2 and 3 graphemes p109–110.
		Teach and practise spelling CVCC words p112.
		Teach spelling the tricky words he, she, me, we, be p119.
		Practise reading sentences p122.
		Teach and practise reading CVCC words p111.
		Teach reading the tricky words said, so p118 and decodable words went, from p119.
		Practise reading and spelling high frequency words p118.
		Practise writing sentences p124.
Phase 4	Week 2	Practise recognition and recall of Phase 2 and 3 graphemes p109–110.
		Teach and practise spelling CCVC words p113.
		Teach spelling the tricky words was, you p119.
		Practise reading sentences p122.
		Teach and practise reading CCVC words p111.
		Teach reading the tricky words have, like, some, come p118 and decodable words it's, just p119.
		Practise reading and spelling high frequency words p118.
		Practise writing sentences p124.
Phase 4	Week 3	Practise recognition and recall of Phase 2 and 3 graphemes p109–110.
		Practise spelling words containing two adjacent consonants p113–115.
		Teach spelling the tricky words they, all, are p119.
		Practise reading sentences p122.
		Practise reading words containing two adjacent consonants p113–115.
		Teach reading the tricky words were, there, little, one p119 and decodable word help p119.
		Practise reading and spelling high frequency words p118.
		Practise writing sentences p124.
Phase 4	Week 4	Practise recognition and recall of Phase 2 and 3 graphemes p109–110.
		Practise spelling words containing two adjacent consonants p113–115.
		Teach spelling the tricky words my, her p119.
		Practise reading sentences p122.
		Practise writing sentences p124.
		Practise reading words containing two adjacent consonants p113–115.
		Teach reading the tricky words do, when. out*, what p118 and decodable word children p119.
		Practise reading and spelling high frequency words p118.
		Reading and spelling two-syllable words p121.

^{* &#}x27;Out' is a tricky word in Phase 4 as the 'ou' digraph has not been taught yet.

Phase	Week	Activity
Phase 5	Week 1	Teach new graphemes for reading p134 ay ou ie ea.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words oh, old, their p141.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.
		Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.
		Teach spelling the words said, so p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise writing sentences p149.
Phase 5	Week 2	Teach new graphemes for reading p134 oy ir ue aw.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words people, house, about p141.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.
		Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.
		Teach spelling the words have, like p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise writing sentences p149.
Phase 5	Week 3	Teach new graphemes for reading p134 wh ph ew.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words Mr, Mrs, don't, by p141.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.
		Practise recognition and recall of Phase 2, 3 and 4 graphemes.
		Teach spelling the words some, come p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise writing sentences p149.
Phase 5	Week 4	Teach new graphemes for reading p134 oe au ey a-e e-e (split digraph p135).
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words looked, time, your, called p141.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.
		Practise recognition and recall of Phase 2, 3 and 4 graphemes.
		Teach spelling the word were p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise writing sentences p149.

Phase	Week	Activity
Phase 5	Week 5	Teach new graphemes for reading p134 i-e o-e u-e (p135) 'zh' as in treasure (p157).
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words asked, very p141.
		Practise reading and spelling high frequency words p141/148.
		Practise recognition and recall of Phase 2, 3 and 4 graphemes.
		Teach spelling the word there p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise writing sentences p149.
Phase 5	Week 6	Teach new graphemes for reading nk, ow, -y, -y, c (REFER TO SFA PHONICS HANDBOOK FOR ADDITIONAL IDEAS)
		Practise recognition and recall of Phase 2, 3 and 4 graphemes.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Practise reading and spelling CEWs p141/p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise reading sentences p142.
		Practise writing sentences p149.
Phase 5	<u>Week 7</u>	Teach new graphemes for reading are, ire, ge/dge, tch, ti/ci (REFER TO SFA PHONICS HANDBOOK FOR ADDITIONAL IDEAS)
		Practise recognition and recall of Phase 2, 3 and 4 graphemes.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Practise reading and spelling CEWs p141/p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise reading sentences p142.
	M/ 1: 0/	Practise writing sentences p149.
Phase 5	Week <u>8</u> 6	Alternative pronunciations for i and o p136.
		Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words water, where, day, p141.
		Practise reading and spelling polysyllabic words p142 and p149.
		Teach spelling the word when p148.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.
Phase 5	Week 7 9	Alternative pronunciations for c and g p136.
rnuse J	WEER 7	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach spelling the words out, made, came, p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Teach reading the words who, because p141.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.

Phase	Week	Activity
Phase 5	Week <u>10</u> 8	Alternative pronunciations for u and ow p136 and p153. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words one, make, here. p148. Practise reading and spelling polysyllabic words p142 and p149. Teach reading the words again, different p141. Practise reading and spelling high frequency words p141/148. Practise reading sentences p142.
Phase 5	Week <u>11</u> 9	Alternative productions for ie and ea p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word do. p148. Practise reading and spelling polysyllabic words p142 and p149. Teach reading the words thought, any, saw p141. Practise reading and spelling high frequency words p141/148. Practise reading sentences p142.
Phase 5	Week 1 <u>2</u> 0	Alternative pronunciations for er and ch p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words what, please. p148. Practise reading and spelling polysyllabic words p142 and p149. Teach reading the words through, eyes p141. Practise reading and spelling high frequency words p141/148. Practise reading sentences p142.
Phase 5	Week 1 <u>3</u> 1	Alternative pronunciations for a p136 Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word little. p148. Practise reading and spelling polysyllabic words p142 and p149. Teach reading the words work, friends p141. Practise reading and spelling high frequency words p141/148. Practise reading sentences p142.
Phase 5	Week 1 <u>4</u> 2	Alternative pronunciations for y p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach reading the words mouse, once, put, could p141. Practise reading and spelling polysyllabic words p142 and p149. Practise reading sentences p142.

Phase	Week	Activity
Phase 5	Week 1 <u>5</u> 3	Alternative pronunciations for ou p136.
	_	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach reading the words many, good, away p141.
		Practise reading and spelling high frequency words p141/148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise reading sentences p142.
Phase 5	Week 1 <mark>6</mark> 4	Alternative pronunciations for e and ey p152–3.
•	_	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Practise reading and spelling high frequency words p141/148.
		Teach reading the words laughed, want, over p141.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise reading sentences p142.
		Practise writing sentences p149.
Phase 5	Week 1 <u>7</u> 5	Alternative spellings for ch and j p152–3.
		Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Practise reading and spelling high frequency words p141/148.
		Practise reading sentences p142.
		Teach reading and spelling the words oh, how, did, man p141/148.
		Practise reading and spelling polysyllabic words p142 and p149.
-		Practise writing sentences p149.
Phase 5	Week 1 <mark>86</mark>	Alternative spellings for n, r, m, p154.
		Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Teach spelling the words their, going p148.
		Practise reading and spelling high frequency words p141/148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise reading sentences p142.
Phase 5	Week 1 <u>9</u> 7	Alternative spellings for s, z p154.
		Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.
		Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
		Practise reading and spelling high frequency words p141/148.
		Teach spelling the words people, would, or p148.
		Practise reading and spelling polysyllabic words p142 and p149.
		Practise writing sentences p149.
		Practise reading sentences p142.

Phase	Week	Activity
Phase 5	Week <u>2018</u>	Alternative spellings for u and ear p154. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words Mr, Mrs, took, home p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week <u>2119</u>	Alternative spellings for ar and ur p155. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words looked, who, think p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>2</u> 0	Alternative spellings for air p155. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words called, school, didn't p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>3</u> 1	Alternative spellings for or p155. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words asked, know, can't, ran p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>4</u> 2	Alternative spellings for oo, ai p155. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words bear, long, things, new p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.

Phase	Week	Activity
Phase 5	Week 2 <u>5</u> 3	Alternative spellings for ee p155. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words eat, everyone, our p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>6</u> 4	Alternative spellings for igh p155. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words two, has, yes p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>7</u> 5	Alternative spellings for oa p156. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words play, take, well p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>8</u> 6	Alternative spellings for (y) oo p156. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words find, more, I'll p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Week 2 <u>9</u> 7	Alternative spellings for oo p156. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words round, tree, magic p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.

Phase	Week	Activity
Phase 5	Week <u>30</u> 28	Alternative spellings for sh p156. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/148. Teach spelling the words shouted, us, other p148. Practise reading and spelling polysyllabic words p142 and p149. Practise writing sentences p149. Practise reading sentences p142.
Phase 5	Weeks <u>31</u> 29/ <u>32</u> 30	Use these two weeks to assess children. Identify any gaps in their understanding and revisit.

Week 1	Teach the past tense p170.
	Teach spelling polysyllabic words animals, garden, another, everyone p176.
	Learn and practise spelling the common words keep, last, even, before p179, introducing the children to the memory strategies used on that
	page.
Week 2	Teach how to use the suffix 'ed' p171.
	Learn and practise spelling of common words jumped, cried, stopped, wanted, lived, liked, pulled p179 and polysyllabic words dragon,
	morning, granddad, narrator p176.
Week 3	Teach the past tense p170 (irregular verbs)
	Learn and practise spelling of common words been, must, hard, am, run, red, bed, air p179 and polysyllabic words classroom, together,
	grandmother p176.
Week 4	Teach what happens to the meaning of a verb when they add the 'ing' suffix.
	Learn and practise spelling of common words something, looking, coming, thing p179 and polysyllabic words fishfinger, springboard, clingfilm
	p176.
Week 5	Teach how to add the 'ing' suffix p171.
	Teach spelling guideline 5 p188.
	Learn and practise spelling of common words gran, key, fun, inside, hat, snow, live p179.
Week 6	Teach how to add the 'er' suffix p171.
14/ 1.7	Learn and practise spelling of common words never, next, first, lots, need, fish p179. Teach how to add the 'er' suffix p171.
Week /	
M/ 1.0	Learn and practise spelling of common words better, under, river p179. Teach children how to proofread p185.
Week 8	Learn and practise spelling of common words gave, may, still, found, say, soon, night p179 and polysyllabic words nightmare, nightdress,
	founder p176.
Maak 0	Teach how to add the 'est' suffix p171.
Week 9	Learn and practise spelling of common words best, bad, tea, top, fell, box, sleep p179.
Week 10	Teach the spelling guideline 6 p188.
WEEK IU	Teach elisions or contractions using the common words that's, I've, let's, there's, he's, we're, couldn't (spelling guideline 6 p188).
Week 11	Teach how to add the 's/es' suffix as plurals p171.
WEER II	Learn and practise spelling of common words clothes, birds, plants, trees, eggs, looks p179.
	Week 2

Phase	Week	Activity
Phase 6	Week 12	Teach how to add the 's/es' suffix verb endings p171.
		Teach spelling guideline 2 p187.
		Learn and practise spelling of common words told, hot, book, cold, park, dark p179.
Phase 6	Week 13	Teach spelling guideline 1 p187.
		Teach spelling guideline 3 p187.
		Learn and practise spelling of common words why, white, end, than, sun, across p179.
Phase 6	Week 14	Teach how to add the 'ly' suffix as p171.
		Learn and practise spelling of common words gone, please, ever, miss, suddenly p179.
Phase 6	Week 15	Teach how to add the 'ly' suffix p171.
		Learn and practise spelling of common words cat, after, much, most, tell, boat, let p179.
Phase 6	Week 16	Teach how to use a dictionary p186.
		Learn and practise spelling of common words every, stop, right, sea, began, feet p179.
Phase 6	Week 17	Teach how to add the 'y' suffix p171.
		Teach spelling guideline 4 p187.
		Learn and practise spelling of common words around, great, duck, horse, rabbit, small p179.
Phase 6	Week 18	Teach spelling guideline 1 p187.
		Learn and practise spelling of common words giant, use, along, grow, sat, window p179 and polysyllabic words importantly, especially,
		confidently, immediately p176.
Phase 6	Week 19	Teach how to add the 'ness' suffix p171.
		Learn and practise spelling of common words really, baby, floppy, door, boy p179 and polysyllabic words homelessness, hopelessness,
		forgetfulness p176.
Phase 6	Week 20	Teach spelling guideline 7 p188.
		Learn and practise spelling of common words food, fox, way, room, these p179 and polysyllabic word enormous, terrific, horrific, fantastic
		p176.
Phase 6	Week 21	Teach how to add the 'ment' suffix p171.
		Learn and practise spelling of common words car, three, head, king, town p179.
Phase 6	Week 22	Teach how to add the 'ful' suffix p171.
		Learn and practise spelling of common words each, its, green, girl, which p179.
Phase 6	Week 23	Teach children how to add the 'less' suffix p171.
		Learn and practise spelling of common words wind, wish, fly, only, place p179.
Phase 6	Week 24	Teach children how to add the 'en' suffix p171.
		Learn and practise spelling of common words mother, queen, fast, dog p179.

Environ	Aspect 1 mental Sounds			Formatted: Header distance from edge: 0.5 cm, Foo distance from edge: 0.5 cm
Further of	, op the children's listening skills and awareness of s development of vocabulary and children's identifica	sounds in the environment (Tuning into sounds – TIS tion and recollection of difference between sounds (
To make	up simple sentences and talk in greater detail abo			_
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)	
Mon	Listening walk preparation p9 (TIS). Children make big ears to stick on headbands. Children paint the ears and leave them to dry.	Listening walk p9 (TIS). Once the ears have dried, make the headbands and take the children on their listening walk.	Tuning into sounds (TIS). Look, listen and note how well the children: recall sounds they have heard; discriminate between the sounds; describe the sounds they hear.	
Tue	A listening moment p9 (TIS).	Sound stories p10 (LRS)	Listening and remembering sounds (LRS). Look, listen and note how well the children: describe what they see; identify the animals and imitate the sounds; add new words to their vocabulary.	
Wed	Drum outdoors p9 (TIS).	Mrs Browning has a box p10 (LRS).	Talking about sounds (TAS). Look, listen and note how well the children: identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about	
Thu	Teddy is lost in the jungle p10 (TIS).	Describe and find it p11 (LRS).	 sounds; join in the activities and take turns to participate. 	
Fri	Socks and shakers p11 (TAS).	Favourite sounds p11 (TAS).		
Neither ' different		e 10) have been included because of time constrain	ts; however this can be played at another time in a	

To use a	n to and appreciate the difference between sou a wide vocabulary to talk about the sounds insi	nds made with instruments (Listening and rememb ruments make (Talking about sounds – TAS).	pering sounds – LRS).
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	New words to old songs p15 (TIS).	Which instrument? p15 (TIS).	Tuning into sounds (TIS). Look, listen and note how well the children: identify and name the instruments being played; listen and respond as the instrument is being played.
Tue	Matching sound makers p16 (LRS).	Story sounds p17 (TAS).	Listening and remembering sounds (LRS). Look, listen and note how well the children: are able to remember and repeat a rhythm; discriminate and reproduce loud and quiet sounds; are able to start and stop playing at the signal.
Wed	Adjust the volume p15 (TIS).	Matching sounds p16 (LRS).	Talking about sounds (TAS). Look, listen and note how well the children: choose appropriate words to describe the sounds they hear, fo
Thu	Hidden Instruments p17 (TAS).	Grandmother's footsteps p15 (TIS)	example, <i>loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly;</i> match sounds to their sources; use sounds imaginatively to represent a story character; express an opinion about what they have heard.
Fri	Musical show and tell p17 (TAS).	Animal sounds p17 (TAS)	

Phase 1 Aspect 3 Body Percussion

	Session 1	e sounds mean (Talking about sounds – TA Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Action songs p20 (TIS).	Follow the sound p21 (LRS).	Tuning into sounds (TIS). Look, listen and note how well the children: produce contrasts in rhythm, speed and loudness; join in with words and actions to familiar songs; articulate word clearly; keep in time with the beat; copy the sounds
Tue	Listen to the music p20 (TIS).	Noisy Neighbour 1 p21 (LRS).	actions; make up patterns of sounds.
Wed	Noisy Neighbour 2 p22 (TAS).	Roly poly p20 (TIS).	Listening and remembering sounds (LRS). Look, listen and note how well the children: copy a body percussion sound or pattern of sounds; identify hidden sounds; suggest ideas and create new sounds for the story.
			Talking about sounds (TAS).
Thu	Action songs p20 (TIS).	Words about sounds p22 (TAS).	Look, listen and note how well the children: use language to make different endings to the story; use a wide vocabulary to talk about the sounds they hear; group sounds according to different criteria, for example, <i>loud</i> , <i>quiet</i> , <i>slow</i> , <i>fast</i> .
Fri	Read The Pied Piper and talk about the story.	The Pied Piper p23 (TAS).	

To incre	ase awareness of words that rhyme and to about words that rhyme and to produce rhyr		nembering sounds – LRS).
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Rhyming soup p26 (TIS).	Rhyming pairs p27 (LRS).	Tuning into sounds (TIS). Look, listen and note how well the children: understand the pattern of syllables in the words presented to them sing or chant the rhyming string along with the adult; recognise that the words rhyme.
Tue	Rhyming puppets p28 (TAS).	Listen to the beat p25 (TIS).	Listening and remembering sounds (LRS). Look, listen and note how well the children: recognise rhyming words; listen and attend to the rhyming strings
Wed	Songs and rhymes p27 (LRS).	Odd one out p28 (TAS).	Talking about sounds (TAS). Look, listen and note how well the children: generate their own rhymes; complete sentences using appropriate rhyming words; make a series of words th
Thu	Rhyming bingo p26 (TIS).	Finish the rhyme p27 (LRS).	rhyme.
Fri	I know a word p28 (TAS).	Playing with words p26 (TAS).	

		o sounds – TIS). ear the differences between them (Listening and remer I to extend understanding of alliteration (Talking about	sounds – TAS).
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	I spy names p31 (TIS).	Tony the Train's busy day p32 (LRS).	Tuning into sounds (TIS). Look, listen and note how well the children: identify initial sounds of words; reproduce the initial sounds clearly and recognisably; make up their own alliterative phrases.
Tue	Sounds around p31 (TIS).	Making aliens p31 (TIS).	Listening and remembering sounds (LRS). Look, listen and note how well the children: can recall the list of objects beginning with the same sound; can offer their own sets of objects and ideas to end the
Wed	Musical corners p33 (LRS).	Name play p34 (TAS).	story; discriminate between the sounds and match to the objects correctly. Talking about sounds (TAS).
Thu	Digging for treasure p32 (TIS).	Our sound box/bag p33 (LRS).	Look, listen and note how well the children: can articulate speech sounds clearly; select an extended range of words that start with the same sound.
Fri	Mirror play p34 (TAS).	Bertha goes to the zoo p32 (TAS).	

To explo			to sounds – TIS).
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Mouth movements and Voice sounds p37 (TIS).	Making trumpets p37 (TIS).	Tuning into sounds (TIS). Look, listen and note how well the children: distinguish between the sounds in vocal sounds. Listening and remembering sounds (LRS).
Tue	Chain games p38 (LRS).	Give me a sound p39 (TAS).	Look, listen and note how well the children: sustain theil listening throughout a story; listen for a target word or character and respond with an appropriate associated speech sound; remember the sound sequence and produce it when required; recognise their own and each
Wed	Metal Mike p38 (TIS).	Target sounds p38 (LRS).	other's voices, including a recorded voice. Talking about sounds (TAS). Look, listen and note how well the children: use
Thu	Whose voice? p38 (LRS) linked to ICT.	Sound Lotto 2 p39 (LRS) linked to ICT.	appropriate vocabulary to talk about different voice and speech sounds.
Fri	Sound story time p39 (TAS).	Animal noises p40 (TAS).	

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	about the different phonemes that make up	ber them in the order in which they occur (Listening words (Talking about sounds – TAS).	and remembering sounds – LRS).
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Toy talk p42 (TIS).	Segmenting p43 (LRS).	Tuning into sounds (TIS). Look, listen and note how well the children: blend phonemes and recognise the whole word; say the wo and identify the object; blend words that begin with the same initial phoneme.
Tue	Clapping sounds p42 (TIS).	Segmenting p43 (LRS).	Listening and remembering sounds (LRS). Look, listen and note how well the children: segment words into phonemes.
Wed	Which one? p43 (TIS)	Segmenting p43 (LRS).	Talking about sounds (TAS). Look, listen and note how well the children: identify th number of phonemes that make up a given word.
Thu	Cross the river p43 (TIS)	Say the sounds p44 (LRS).	
Fri	l spy p43 (TIS)	Say the sounds p44 (LRS).	

Phase 2 Week 1: Objectives and criteria for success: Learn and practise letters/sounds s a t p (set 1) and start to practise oral blending and segmenting p55. Blend and read the high frequency words a, at, as p64.						
	Revisit and Review	Teach	Practise	Apply	Assessment	
Mon	N/A	Teach 's' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas).	Practise oral blending of words by showing objects. Sort objects that have 's' sound and those which don't.	Draw 's' in a variety of sizes and media e.g. paint snakes and draw in chalks on wall.	Give the sound when shown any Phase 2 letter learned so far. Find any letter learnt so	
Tue	Recall 's' using flashcards. Play I Spy with 's' objects.	Teach 'a' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas). Teach high frequency words a, at, as p64.	Sort objects/pictures which start with 'a' or 's' and distinguish between the two.	Play musical statues. When the music stops show the children a letter flashcard; they have to make sound and do action/trace in the air.	far, from a display, when given the sound. Be able to blend and segment in order to read and spell (using	
Wed	Recall 's' and 'a' using letter fans p54. Say words starting with 'a' or 's' phoneme and children have to show the right letter. Practise high frequency words a, at, as p64.	Teach 't' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas).	Teach children how to do Sound buttons p58 at, sat, as, a.	Play Georgie's Gym on p55.	magnetic letters) VC words at, a, as, CVC words sat, pat, tap, and silly words ap, sa.	
Thu	Recall s/ a/ t/ by playing letter fan game as yesterday. Practise high frequency words a, at, as p64.	Teach 'p' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas).	Sound buttons p58 pat, at, tap, sap, as, a.	Play Quickwrite game ensuring children are forming letters correctly p55.		
Fri	Recall s/ a/ t/ p using flashcards – when finished stick these on wall frieze. Practise high frequency words a, at, as p64.	Teach segmenting sat, tap, pat using a Phoneme frame p62. Children can use letters or write the letters themselves.	Practise blending the following words: tap, pat, sat. Demonstrate on the board and ask the children to repeat back.	Show the children your word but don't say it. Ask them to put their letter cards in the same order on their boards.		

Phase	2 Week 2:				
	ives and criteria for success:				
		m d (set 2) and practise letters/sounds			
	se oral blending and segmentin			high frequency words is, it, in,	an, I p64.
Teach	blending with letters (for readin		Practise blending		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall s/ a/ t/ p letter sounds using frieze and pointing stick p53.	Teach 'i' using phonics scheme <u>Jolly</u> <u>PhonicsSFA</u> (see also p51 of L&S for ideas). Play Sound buttons p58: it, at, is, sat, pat, tap, sap, sit, pit, tip, pip, sip. Teach high frequency word I p62.	Play Matching words and pictures p60.	Play Buried Treasure p60 with words so far.	Give the sound when shown any Phase 2 letter learned so far. Find any letter learnt so far, from a display, when given the sound.
Tue	Recall s/ a/ t/ p/ i using flashcards. Play What's Missing? p56.	Teach 'n' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas). Play Sound buttons p58: an, nap, nip, pin, tan, tin, in.	Blending for reading: Pics of tap, pan, pin, tin – children all have word cards and match correct words to objects/pics p60. Practise reading high frequency words p64.	Play What's in the box? p59 with some of the words from today: nap, tin, pat.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words it, in, an, CVC words pit, tip, sit, sip,
Wed	Recall s/ a/ t/ p/ i/ n with flashcards Play Quickwrite letters p55.	Teach 'm' using phonics schemeJolly PhonicsSFA (see also p51 of L&S for ideas). Play Sound buttons p58: am, man, mat, map, Pam, Tim, Sam. Discuss the use of capitals with the names. Write the children's names on the board to demonstrate.	Blending for reading: Pics of man, tap, pin, map. Children match correct words to pics p60. Practise reading high frequency words p64.	Play What's Missing? p56.	and silly words nim, ip.
Thu	Recall s/ a/ t/ p/ i/ n/ m Using letter fans p54.	Teach 'd' using phonics schemeJolly PhonicsSFA (see also p51 of L&S for ideas). Play Sound buttons p 58: pad, mad, sad, dim, dip, dad, did, Sid, Dan. Discuss the use of capitals with the names.	Blending for reading: Pic of sad face children choose correct word from 2 options using CVC words taught so far, e.g. sad, tin, p60. Practise reading high frequency words p64.	Segment words using Phoneme Frame p62.	
Fri	Recall i/ n/ m/ d using flashcards – when finished stick these on wall frieze. Play Georgie's Gym on p55.	Practise this week's words using Phoneme Frame p62.	Play What's in the box? p59 using words from this week.	Play Quickwrite letters p55	

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Phase 2 Week 3:							
Objectives and criteria for success:							
,		c k (set 3) and practise letters/sounds	learned so far p51.				
	e oral blending and segmenting		Blend and read the high frequenc	y words and, on, not, into, can, r	no, go p64.		
	blending with letters (for readin		Practise blending for reading p59.				
Teach segmentation for spelling p61. Demonstrate reading captions using words with week 1 and 2 letters and and p66–7.							
	Revisit and Review	Teach	Practise	Apply	Assessment		
Mon	Recall – s/ a/ t/ p/ i/ n/ m/ d	Teach 'g' using phonics	Segmentation for spelling. Teach	Do the Shared Reading	Give the sound when		
	Use Frieze – point to and	scheme <u>Jolly PhonicsSFA</u> (see also	how to play Full circle p63 as	activity on p66. Ask children	shown any Phase 2		
	read.	p51 of L&S for ideas).	follows: got, tot, not, nit, nip, pip, pig,	to help the puppet read the	letter learned so far.		
	Play Quickwrite letters p55.	Play Sound buttons p58: tag, gag,	pog, pot, got.	caption: Dad and Sam.			
		gig, gap, nag.		(Point out capital letters.)	Find any letter learnt so		
_		Teach reading and.			far, from a display, when		
Tue	Recall s/ a/ t/ p/ l/ n/ m/ d/ g	Teach 'o' using phonics	Blending for reading: Buried	Shared Reading p66. Help	given the sound.		
	using flashcards.	scheme <u>Jolly PhonicsSFA</u> (see also	Treasure p60. Which words are	the puppet write a caption: A	De able te bland av d		
	Play Quickwrite p55.	p51 of L&S for ideas).	real? Mip, dog, nid, dip, cip, cat, gik,	cat and a hat. (Point out	Be able to blend and		
		Segmentation for spelling: Play Sound buttons p58: tag, dog,	can.	capital letters.) Flashcard and.	segment in order to read and spell (using		
		kid, cop, cat, Dad. Discuss use of a	Practise reading and.	Flashcalu anu.	magnetic letters) VC		
		capital letter for Dad.	Fractise reading and.		words it, in, on, CVC		
					words and, on, kick, got,		
		Teach reading on, no, go, not.			and silly words ug, kag.		
Wed	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/	Teach 'c' using phonics	Segmentation for spelling. Play Full	Shared Reading p66. Help	, , , , , , , , , , , , , , , , , , , ,		
	o with flashcards.	scheme <u>Jolly PhonicsSFA</u> (see also	circle p63 as follows:	our puppet read a caption: A	Be able to read the		
	Play Quickwrite letters p55.	p51 of L&S for ideas).	op, pop, pip, sip, sit, sat, cat, cot.	sad man, and Pot and pan.	tricky word I.		
	2	Phoneme frame p62: can, cot, cop,	Practise reading on, not, and, into.	Flashcards and, into, not, on.			
		cap, cat.	-				
		Teach reading can.					
Thu	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/	Teach 'k' using phonics	Blending for reading: Buried	Shared Reading p66. Help			
	o/ c with flashcards.	scheme <u>Jolly PhonicsSFA</u> (see also	Treasure p60	our puppet write a caption: A			
	Play Quickwrite letters p55.	p51 of L&S for ideas).	Which words are real? Gip, kom, sat,	tin can, and Cat and dog			
		Phoneme frame p62: kid, kit, pin,	pit, tag, gik, pan.	(point out capital letters).			
		sat, pit, and.	Practise reading on, not, and, into.	Flashcards and, into, not, on.			
		Teach reading into.					
Fri	Recall g/ o/ c/ k using	Matching words and pictures or	Segmentation for spelling. Play Full	Read words and put into a			
	flashcards – when finished	objects p60.	circle p63 as follows:	sentence orally. Use the			
	stick these on wall frieze.		pop, pip, sip, sit, sat, cat, cot, cop.	following words: and, cat,			
	Play Georgie's Gym on		Practise reading on, not, and, into.	Dad, dog, sit, in, on, a.			
	p55.						

Phase	e 2 Week 4:				
Object	tives and criteria for success:				
		e u r (set 4) and practise letters/sounds			
		of words and practise reading words en			
	se oral blending and segmentin	ng p55–6.		requency words to, get, got, the	e, back, put p64.
	for reading p59.		Segment for spelling p61		
Suppo			1 to 3 letters and high frequency words		1 A
Mon	Revisit and Review	Teach	Practise	Apply Matching eventing a CC to	Assessment
WON	Recall – s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k Play Quickwrite letters p55.	Teach high frequency words the, to flashcards p64. Teach 'ck' using phonics schemeJelly PhonicsSFA (see also p51 of L&S for ideas).	Segmenting for spelling Full circle p63: sock, sick, nick, tick, tock, dock.	Matching exercise p66 to read the following caption: The dog is sick. (Point out capital T.)	Give the sound when shown any Phase 2 letter learned so far. Find any letter learnt so
		Explain it goes at the end of a word.			far, from a display, wher given the sound.
Tue	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck using flashcards. Play Quickwrite p55.	Teach high frequency words get, and got p64. Teach 'e' using phonics schemeJolly PhonicsSFA (see also p51 of L&S for ideas). Segmentation for spelling: Phoneme frame p62: pet, den, net, met, men, ten.	Sound buttons (and lines for ck where 2 letters make one sound) p58 as follows: neck, peck, pack, sack, sick, tick. Practise high frequency words to, get, got, the p64.	Demonstration writing p67. Write the following caption: The sock is on the mat.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words up, on, CVC words and, kick, got, and silly words rud, ock.
Wed	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e with flashcards. Play Quickwrite letters p55.	Teach to read high frequency words the, get, got, to, put, back p64. Teach 'u' using phonics schemeJolly PhoniceSFA (see also p51 of L&S for ideas). Phoneme frame p62: put, cut, mug, dug.	Show pictures, for example, a red cat, and ask the children to write labels for them on coloured strips of paper. Practise high frequency words to, get, got, the p64.	Matching exercise p66 to read the following caption: The duck and the pig.	Be able to read the tricky word I.
Thu	Recall s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ with flashcards. Play Quickwrite letters p55.	Teach 'r' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas). Phoneme frame p62: run, rim, rock, ran, rat. the, get, got, to flashcards p64	Blending for reading: Buried Treasure p60. Which words are real? Nut, nun, pun, ruck, suck, nick, seck, pock, tum, sut, pud. Practise high frequency words to, get, got, the p64.	Demonstration writing p67. Write the following caption: – Rock the rat. (Point out capital R.)	

Fri Recall s/ a/ t/ p / i/ n/ m/g/ o/ c/ k/ ck/ e/ u/ r using flashcards. Create a picture to go with one of the captions on p71. Say the caption and ask the children to write it. Demonstration writing p67: It is a red pack on the back. Sentence building using flashcards.

Object Learn Teach Practis Blend	Phase 2 Week 5: Objectives and criteria for success: Learn and practise letters/sounds h b f ff (set 5) and practise letters/sounds learned so far p51. Teach that ff is usually at the end of a word and practise reading words ending in ff p51. Practise oral blending and segmenting p55–6. Blend for reading p59. Support children in reading and spelling, captions using week 1 to 4 letters and high frequency words no, go, to and, the p66–7.						
Mon	Revisit and Review Recall – s/ a/ t/ p/ i/ n/ m/ d/	Teach Teach tricky words no, go, his, him	Practise Oral blending play action game with	Apply Matching exercise p66 to	Assessment Give the sound when		
WOIT	g/ o/ c /k/ ck/ e/ u/ r using flashcards. Play Quickwrite letters p 55.	p64 Teach 'h' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas). Play sound buttons p58: had, him, has, his, hot, hut, hop, hum, hit, hat, hack, hug.	actions/sounds for hat, hot, hop, hit, hum, hug. Perform the action and ask children to sound out.	read the following caption: The hat on hot dog.	shown any Phase 2 letter learned so far (should be secure with s/a/t/p/i/n). Find any letter learnt so far, from a display, when		
Tue	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h using flashcards. Play Quickwrite letters p55.	Teach 'b' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas). Segmentation for spelling: Full circle p63: bet, Ben, hen, hem, him, dim, dip, sip, sit, set, bet.	Blending for reading: Sound buttons (and lines for ck where 2 letters make one sound) p58 as follows: buck, peck, back, and hat. Practise reading no, go, his, him. Practice writing the, and, to flashcards p64.	Demonstration writing p67. Write the following caption: The rabbit is on the pot.	given the sound. Be able to blend and segment in order to read and spell (using magnetic letters) VC words if, am, on, CVC words and, kick, got,		
Wed	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ r/ h/ b with flashcards. Play Quickwrite letters p55.	Teach 'f' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p51 of L&S for ideas). Play sound buttons p58: if, fit, fun, fig, fed, fin.	Play Cross the River p43, using fin, bed, hat, duck, pig with matching pictures and word cards. Practise reading no, go, his, him. Practice writing the, and, to flashcards p64.	Matching exercise p66 to read the following caption: I go back to bed.	and silly words fid, beff. Be able to read the tricky words I, to, the.		
Thu	Recall s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f with flashcards. Play Quickwrite letters p55.	Revise 'f and teach 'ff ending using phonics scheme <u>Jolly</u> <u>PhonicsSFA</u> . Phoneme frame p62: puff, off, huff, fan, fat. Make sure they understand that the ff is one phoneme/sound and goes in one section of the frame.	Blending for reading: Buried Treasure p60. Which words are real? Foff, puff, fib, hug, huff, kiff, kick.	Demonstration writing p67. Write the following caption: I huff and puff.			

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Ī	Fri	Recall s/ a/ t/ p / i/ n/ m/ g/	Create a picture to go with one of	Sentence building using flashcards.	Ask children to draw a	
		o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff	the captions on p71. Say the	What sentences can they make	picture and write the	
		using flashcards.	caption and ask the children to	orally?	sentence they came up with.	
		Play Quickwrite letters p55.	write it.			

Phase 2 Week 6:							
Object	Objectives and criteria for success:						
	Learn and practise letters/sounds I II and ss (set 5) and practise letters/sounds learned so far p51.						
	Teach that II and ss is usually at the end of a word and practise reading words ending in ff p51. Segment for spelling p61.						
Blend and read the high frequency words of, dad, mum, up p64. Blend for reading p59.							
		ding and spelling captions using week 1 to 5 lett	ers and high frequency words no, go	o, to and, the, to p66–7.			
End of	Phase 2 Assessment.	Teach	Drastia	Arrest	A		
Maria	Revisit and Review	Teach	Practise	Apply	Assessment		
Mon	Recall – s/ a/ t/ p/ i/ n/ m/	Teach 'l' using phonics scheme<u>Jolly</u>	Sound buttons p58 as follows:	Matching exercise p66 to	Give the sound when		
	d/ g/ o/c /k/ ck/ e/ u/ r/h/ h/ b/ f/ ff.	PhoniceSFA (see also p51 of L&S for ideas).	let, luck, lot, lip, Len.	read the following caption:	shown any Phase 2 letter learned so far		
	Play Quickwrite letters	Play Phoneme frame p62 lit, lock, lob, and log.		I lick the log.	(should be secure		
	p55.	Teach high frequency words of, dad, mum,			with s/ a/ t/ p/ i/ n).		
	p55.	up p64.					
Tue	Recall s/ a/ t/ p/ i/ n/ m/ d/	Revise 'l' and teach 'll' as a word ending	Matching words and pictures p60	Demonstration writing p67.	Find any letter learnt		
	g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/	using phonics scheme <u>Jolly PhonicsSFA</u> (see	with: bell, full, till, lip, hill, log, leg.	Write the following caption:	so far, from a display,		
	f/ ff/ I using flashcards.	also p51 of L&S for ideas).	Practise high frequency words of,	The shell is full.	when given the		
	Play Quickwrite letters	Play Phoneme frame p62 with bell, hell, till,	dad, mum, up p64.		sound.		
	p55.	fill, mill, full. Make sure they understand that					
		the II is one phoneme/sound and goes in one			Be able to blend and		
	(section of the frame.			segment in order to		
Wed	Recall s/ a/ t/ p/ i/ n/ m/ d/	Teach 'ss' as a word ending using phonics	Blending for reading: Sound	Matching exercise p66 to	read and spell (using		
	g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/	scheme <u>Jolly PhonicsSFA</u> (see also p51 of	buttons (and lines for digraphs)	read the following caption: I	magnetic letters) CVC words lock, bell, less,		
	f/ ff/ l/ ll using flashcards. Play Quickwrite letters	L&S for ideas). Play Full circle p63 with miss, moss, boss,	p58 as follows: Miss, kiss, toss, fill, less, Ross, led, lid.	kiss Mum and Dad.	and silly words gell,		
	p55.	Bess, Tess, toss, loss, less, mess, miss.	Practise high frequency words of,		SOSS.		
	p55.	Dess, 1655, 1055, 1055, 1655, 11655, 11155.	dad, mum, up p64.		0000.		
Thu	Recall all letters from	Use the phonics time in the next two days to c		Assess each child on their	Be able to read the		
	Phase 2 using Quickwrite	ability to do the objectives on the checklist on			tricky words I, to, no,		
	letters p55.				go, the.		
Fri	Recall all letters from	Other children can be playing games with the	flashcards used throughout Phase 2	, for example, writing			
	Phase 2 using Quickwrite	captions, 'testing' each other and matching ca	ptions with pictures.				
	letters p55.						

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Phase 3 Week 1:							
	tives and criteria for success:						
	and practise letters/sounds $i \vee w \times x$	(set 6) p78_79	Practise all letters/sounds lea	rned so far			
	an alphabet song p80.	(set 0) pr0-r9.	Practise blending for reading				
	se segmentation for spelling p88–9	1	Practise reading high frequen				
	and write sentences using set 1 to			uency words off, can, had, back p9	1_03		
Reau	Revisit and Review	Teach	Practise	Apply	Assessment		
Mon	Recall all GPCs learned so far	Practise reading the high	Segmenting for spelling:	Matching exercise p95 to read	Give the sound when		
WOIT	p83.	frequency words off, can, had,	Phoneme frame p88: jet, jam,	the following question:	shown any Phase 2		
	Sing alphabet song p80.	back p91–93.	jog, Jack.	Is the pen in the pot?	letter, and the Phase		
	Sing alphabet song poo.	Teach 'j' using phonics	Blending for reading: What's in	is the peri in the pot?	3 letters learned so		
		scheme <u>Jolly PhonicsSFA</u> (see	the box p85		far.		
		also p78 of L&S for ideas).	jet, jam, jetlag, jacket.		iai.		
			jet, jan, jetiag, jacket.		Find any letter learnt		
Tue	Recall all GPCs learned so far	Practise reading the high	Segmenting for spelling:	Demonstration writing p97 write	so far, from a display,		
Tue	p83.	frequency words off, can, had,	Phoneme frame p88: van, vat,	the question:	when given the		
	Review high frequency words	back p91–93.	vet, visit.	Can a vet fit a jet?	sound.		
	learned so far.	Teach 'v' using phonics	Blending for reading:	our a vot in a jot.	oouna		
		schemeJolly PhonicsSFA (see	Teach how to play Countdown		Write each letter		
		also p78 of L&S for ideas).	p86 with a mix of word cards.		correctly when		
Wed	Recall all GPCs learned so far	Practise reading the high	Segmenting for spelling:	Matching exercise p95 to read	following a model.		
mou	p83.	frequency words off, can, had,	Phoneme frame p88 – will, win,	the following question:			
	Review high frequency words	back p91–93.	wag, web.	Is the vet hot?	Be able to blend and		
	learned so far.	Teach 'w' using phonics	Blending for reading: Play		segment in order to		
		schemeJolly PhonicsSFA (see	Countdown p86.		read and spell (using		
		also p78 of L&S for ideas).	ooundonn pool		magnetic letters) VC		
Thu	Recall all GPCs learned so far	Practise reading the high	Segmenting for spelling:	Play Yes/no questions p97:	words ox, CVC words		
	p83.	frequency words off, can, had,	Phoneme frame – mix, fix, fox,	Is the sun wet?	jet, win, tax, vet, and		
	Review high frequency words	back p91–93.	box, tax.	Has the pot of jam got a lid?	silly words ix, jav.		
	learned so far.	Teach 'x' using phonics	Blending for reading: Matching	Can Mum jog?			
		scheme <u>Jolly PhonicsSFA</u> (see	words and pictures p87 fox, six,		Be able to spell the		
		also p78 of L&S for ideas).	box, van, jam, jet.		tricky words the, to, I,		
					no, go.		
Fri	Recall all GPCs learned so far	Segmentation for spelling:	Blending for reading:	Make 'I can' books p96.			
	p83.	Full circle p90 using words jet,	Sentence substitution p86 using		1		
	Review high frequency words	vet, met, mat, vat, vax, tax,	sentences on p104.				
	learned so far.	wax, wag, mag, Meg.					

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Dises							
	3 Week 2:						
	tives and criteria for success:	(a at 7) = 70, 70	Dreatice all latters (seconds lace	nod oo far			
	and practise letters/sounds y z zz		Practise all letters/sounds lear				
	o the letters in the alphabet while s		Practise blending for reading p				
	se segmentation for spelling p88–91		Practise reading high frequence Teach reading the tricky words				
Read	and write sentences using set 1 to 6 Revisit and Review	Teach	Practise	Apply	Assessment		
Mon					Give the sound when		
won	Recall all GPCs learned so far	Teach reading we, me, be, he,	Segmenting for spelling:	Play Yes/no questions p97:			
	p83.	she p91.	Quickwrite words p89: yap, yet,	Has a fox got six legs?	shown any Phase 2		
	Sing alphabet song and point to	Teach 'y' using phonics schemeJolly PhonicsSFA (see	box, yes, fix.	Can I yell?	letter, and the Phase		
	letters p80.		Blending for reading:	Can he fix it?	3 letters learned so		
	Read through high frequency	also p78 of L&S for ideas).	Countdown p86 using words		far.		
-	words learned so far p92.		yet, yuck, yum, yes, yell.				
Tue	Recall all GPCs learned so far	Practise reading we, me, be, he,	Segmenting for spelling:	Demonstration writing p97 write	Find any letter learnt		
	p83.	she p91.	Quickwrite words p89: zip, zit,	the question:	so far, from a display,		
	Sing alphabet song and point to	Teach 'z' using phonics	Zak, zigzag.	Has a cat got a zip?	when given the		
	letters p80.	schemeJolly PhonicsSFA (see	Blending for reading:		sound.		
	Read through high frequency	also p78 of L&S for ideas).	Countdown p86 with a mix of		Write each letter		
M/a d	words learned so far p92.	Dractico reading una rea ha ha	word cards.	Matching average p05 to the	correctly when		
Wed	Recall all GPCs learned so far	Practise reading we, me, be, he,	Segmenting for spelling:	Matching exercise p95 to the	following a model.		
	p83.	she p91.	Quickwrite words p89: buzz,	following caption:	following a model.		
	Sing alphabet song and point to	Teach 'zz' using phonics	fizz, jazz, fuzz.	Buzz bee.	Be able to blend and		
	letters p80	scheme <u>Jolly PhonicsSFA</u> (see	Blending for reading: Sentence		segment in order to		
	Read through high frequency	also p81 of L&S for ideas).	substitution p86/104.		read and spell (using		
The	words learned so far 92.	Desettes as alloss as a backs	O a sum a stille se fa e an a lilia su		magnetic letters) VC		
Thu	Recall all GPCs learned so far	Practise reading we, me, be, he,	Segmenting for spelling:	Demonstration writing p97 write	words ox, CVC words		
	p83.	she p91.	Quickwrite words p89: quiz, quit,	the question:	jet, win, tax, vet, and		
	Sing alphabet song and point to	Teach 'qu' using phonics scheme <u>Jolly PhonicsSFA</u> (see	quick, quack, quid.	Can a duck quack?	silly words ix, jav.		
	letters p80.	also p81 of L&S for ideas).	Blending for reading: Matching words and pictures p87 guack.		Silly words ix, jav.		
	Read through high frequency	also por or Las for ideas).			Be able to spell the		
Fri	words learned so far p92. Recall all GPCs learned so far	Segmentation for applling:	fizz, zip.	Sharad reading p07	tricky words the, to, I,		
	p83.	Segmentation for spelling: Full circle p90 using the words:	Blending for reading: Sentence substitution p86 using	Shared reading p97.	no, go.		
			sentences on p104.		, 90.		
	Sing alphabet song and point to	quack, quick, tick, tin, bin, bun,	semences on p104.				
	letters p80. Read through high frequency	buzz, fuzz, fun, fan, tan, tack.					
	0 0 1 7						
	words learned so far p92.						

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Dhaaa	Phase 3 Week 3:						
	ives and criteria for success:	01	Desisting all service scholars and	000-			
	and practise letters/sounds sh th ch		Practise all previously learned				
	o the letters in the alphabet while si		Practise blending for reading p				
	e segmentation for spelling p88–91		Practise reading high frequence				
	and write sentences using set 1 to 6	o letters and no, go, the, and, to, I.	Teach reading the high freque				
Practis	e reading two-syllable words p94.			aptions and sentences p 95–98.			
	Revisit and Review	Teach	Practise	Apply	Assessment		
Mon	Recall all previously learned	Teach reading are, see p91.	Segmenting for spelling:	Demonstration writing p97 write	Give the sound when		
	GPCs p83.	Teach 'sh' using phonics	Phoneme frame p88: shop,	the sentence: I am in such a	shown any Phase 2		
	Sing alphabet song and point to	schemeJolly PhonicsSFA (see	ship, fish, shell, shed.	rush to get to the shops.	letter, and the Phase		
	letters p80.	also p81 of L&S for ideas).	Countdown p86: shock, cash,		3 letters learned so		
	Read through high frequency		bash, rush.		far.		
_	words learned so far p92.						
Tue	Recall all previously learned	Practice reading are, see p91.	Segmenting for spelling:	Reading captions activity	Find any letter learnt		
	GPCs p83.	Teach 'ch' using phonics	Phoneme frame p88: chop,	Drawing p95:	so far, from a display,		
	Sing alphabet song and point to	schemeJolly PhonicsSFA (see	chin, chuck, chill.	A man is rich if he has lots of	when given the		
	letters p80.	also p81 of L&S for ideas).	Blending for reading:	cash.	sound.		
	Read through high frequency		Countdown p86: much, chick,				
	words learned so far p92.		check, chug, such.		Write each letter		
Wed	Recall all previously learned	Practice reading are, see p91.	Segmenting for spelling:	Demonstration writing p97 write	correctly when		
	GPCs p83.	Teach 'th' using phonics	Phoneme frame p88: then,	the sentence: A moth can be fat	following a model.		
	Sing alphabet song and point to	scheme <u>Jolly PhonicsSFA</u> (see	them, that, this, with	but its wings are thin.	Be able to blend and		
	letters p80.	also p81 of L&S for ideas).	Blending for reading: Sentence				
	Read through high frequency		substitution p86 using		segment in order to		
	words learned so far p92.		sentences on p104		read and spell (using		
Thu	Recall all previously learned	Practice reading are, see p91.	Segmenting for spelling:	Reading captions activity	magnetic letters) VC words ox, CVC words		
	GPCs p83.	Teach 'ng' using phonics	Phoneme frame p88: long,	Drawing p95:			
	Sing alphabet song and point to	scheme <u>Jolly PhonicsSFA</u> (see	sang, ping-pong, ring.	Sing a song to me.	chip, shin, tang, thin,		
	letters p80.	also p81 of L&S for ideas).	Blending for reading: Matching		and silly words thip,		
	Read through high frequency		words and pictures p87 king,		jang.		
E.J.	words learned so far p92.	Occurrent to the second life	ring, sing.	Oberne dine e dine ne 07	Be able to spell the		
Fri	Recall all previously learned	Segmentation for spelling:	Blending for reading:	Shared reading p97.	tricky words the, to, I,		
	GPCs p83.	Full circle p90 using the words:	Sorting p88 between farm				
	Sing alphabet song and point to	ship, chip, chin, thin, fin, pin,	animals and zoo animals: lion,		no, go.		
	letters p80.	pip, pop, shop, ship.	sheep, yak, cow, camel, zebra,				
	Read through high frequency		pig.				
	words learned so far p92.						
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Phase	3 Week 4:				
Priase 5 week 4. Objectives and criteria for success: Learn and practise letters/sounds ai ee long oo short oo p81. Point to the letters in the alphabet while singing alphabet song p80. Practise segmentation for spelling p88-91. Teach reading the high frequency words was, will, with p91–93. Practise reading and writing captions and sentences p95–98.			Practise all previously learned GPCs. Practise blending for reading p85-88. Practise reading high frequency words learned so far. Practise reading two-syllable words p94.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading was, will, with p91. Teach 'ai' using phonics scheme<u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: wait, pain, tail, bait. Blending for reading: Countdown p86 aim, main, rain, sail.	Reading captions activity Drawing p95: I am in the rain.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading was, will, with p91. Teach 'ee' using phonics schemeJolly PhonicsSFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: see, tree, feet, weep. Blending for reading: Countdown p86 jeep, seem, week, deep, keep.	Reading captions activity Drawing p95: I can see a tree.	Find any letter learnt so far, from a display, when given the sound. Write each letter
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading was, will, with p91. Teach long 'oo' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: too, zoom, cool, boot. Blending for reading: Countdown p86 food, loot, moon, root.	Demonstration writing p97 write the sentence: The boot is too cool.	correctly when following a model. Be able to blend and segment in order to read and spell (using
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading was, will, with p91. Teach short 'oo' using phonics schemeJolly PhonicsSFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: book, look, cook, good. Blending for reading: Countdown p86 took, foot, wood, hook.	Demonstration writing p97 write the sentence: I can cook good food.	magnetic letters) VC words ox, CVC words rain, see, food, book and silly words zoop, meep. Be able to spell the
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Segmentation for spelling: Quickwrite words p89: book, feet, soon, pain.	Blending for reading: Sentence substitution p86 using sentences on p104.	Shared reading p97.	tricky words the, to, I, no, go. Be able to read the tricky words he, she, me, be, we.

	3 Week 5:				
Learn and practise letters/sounds oa ar or igh p81. Practise blending for reading p85–88. Practise reading high frequency words learned so far. Practise reading and writing captions and sentences p95–98.			Practise all previously learned GPCs. Practise segmentation for spelling p88–91. Teach reading the high frequency words my, for, too p91–93.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading was, will, with p91. Teach 'oa' using phonics scheme<u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: loaf, toad, oak, foal. Blending for reading: Matching words and pictures p87 coat, boat, soap, goat.	Reading captions activity Drawing p95: The coat is too big.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading my, for, too p91. Teach 'ar' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: bar, park, card, jar. Blending for reading: Sound buttons p58: market, car, cart, hard.	Demonstration writing p97 write the sentence: Mark and Carl got wet in the rain.	Find any letter learnt so far, from a display, when given the sound. Write each letter
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading my, for, too p91. Teach 'or' using phonics schemeJolly PhonicsSFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: for, fork, cord, cork. Blending for reading: Countdown p86 lord, born, torn, sort.	Reading captions activity Drawing p95: The farm has a big tree.	correctly when following a model. Be able to blend and segment in order to read and spell (using
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading my, for, too p91. Teach 'igh' using phonics schemeJolly PhonicsSFA also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: high, sigh, light, night. Blending for reading: Sound buttons p58: tight, might, right, sight.	Demonstration writing p97 write the sentence: The night is not light.	magnetic letters) VC word ox, CVC words cart, lord, and silly words boak, parp. Be able to spell the
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Segmentation for spelling: Quickwrite words p89: cart, fork, high, goat.	Blending for reading: Sorting p88 between things in the kitchen and bedroom, fork, spoon, sink, bed, lamp.	Shared reading p97.	tricky words the, to, I, no, go. Be able to read the tricky words he, she, me, be, we.

<u>Year 1</u>

Object Learn Practis Practis	a Week 6: ives and criteria for success: and practise letters/sounds ur ow o se blending for reading p85–88. se reading high frequency words le se reading and writing captions and Revisit and Review Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	arned so far.	Practise all previously learned Practise segmentation for spe Teach reading the high freque Practise Segmenting for spelling: Phoneme frame p88: fur, burn, burp, curl. Blending for reading: Matching		Assessment Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so
		also p81 of L&S for ideas).	words and pictures p87 surf, urn, hurt, turn.		far.
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading you, this, that p91. Teach 'ow' using phonics schemeJolly PhonicsSFA also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: sow, how, down, town. Blending for reading: Sound buttons p58: owl, now, pow!, town.	Demonstration writing p97 write the sentence: I can see a big cow.	Find any letter learnt so far, from a display, when given the sound. Write each letter
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading you, this, that p91. Teach 'oi' using phonics scheme<u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: coin, oil, foil, soil. Blending for reading: Countdown p86 foil, join, toil, boil.	Play Yes/no questions p97: Can he see a cow? Can I go to town? Can I see an owl?	correctly when following a model. Be able to blend and segment in order to read and spell (using
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading you, this, that p91. Teach 'ear' using phonics scheme<u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: ear, dear, fear, hear. Blending for reading: Sound buttons p58: near, tear, year, beard.	Demonstration writing p97 write the sentence: I can hear an owl hoot at night.	magnetic letters) VC words ox, CVC words coin, town, hear, and silly words ois, fow. Be able to spell the
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Segmentation for spelling: Quickwrite words p89: beard, how, coin, turn.	Blending for reading: Sentence substitution p86 using sentences on p104.	Shared reading p97.	tricky words the, to, I, no, go. Be able to read the tricky words he, she, me, be, we, was.

Object Learn Practis Practis	3 Week 7: ives and criteria for success: and practise letters/sounds er air use blending for reading p85–88. se reading high frequency words le se reading and writing captions and Revisit and Review Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	arned so far.	Practise all previously learned Practise segmentation for spe Teach reading the high freque Practise Segmenting for spelling: Phoneme frame p88: berk, fern, herd, her. Blending for reading: Matching words and pictures p87 fern, herd, her, jerk.		91–93. Assessment Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading they, then, them, down p91. Teach 'air' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame: air, hair, fair, pair. Blending for reading: Sound buttons and lines: air, hair, fair, pair	Demonstration writing p97 write the sentence: Join me in the pool.	Find any letter learnt so far, from a display, when given the sound. Write each letter
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading they, then, them, down p91. Teach 'ure' using phonics scheme <u>Jolly PhonicsSFA</u> (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame: sure, pure, cure, insure. Blending for reading: Countdown p86 secure, manure, sure, cure.	Reading captions activity Drawing p95: Look at his hair.	correctly when following a model. Be able to blend and segment in order to read and spell (using
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practise reading they, then, them, down p91.	Segmenting for spelling: Phoneme frame: look, good, book, cook. Blending for reading: Sound lines and buttons: wool, took, hood, look.	Demonstration writing p97 write the sentence: They look good.	magnetic letters) VC words ox, CVC words jet, win, tax, vet, and silly words ix, jav. Be able to spell the
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Reading sentences. Stop at a full stop. Point out capitals at the start of the next sentence. Read 'In the woods' p104 together.	Play sentence substitution p86, using ideas on p104.	Reading captions activity Drawing p95: Having food in a wigwam is fun.	Be able to spell the tricky words the, to, I, no, go. Be able to read the words he, she, me, be, we, you.

	<u></u>				
	e 3 Week 8: tives and criteria for success:				
,	se all previously learned GPCs.				
	se blending for reading p85–88.		Practise segmentation for spe	lling n88–91	
	se reading high frequency words le	arned so far	Teach reading the high freque		
	how to read two-syllable words p9			aptions and sentences p95–98.	
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading her, now p91. Teach reading two-syllable words p94: bedroom, penlid, toothbrush, armchair, waterbed.	Segmenting for spelling: Teach spelling twp-syllable words p94: bedroom, penlid, toothbrush, armchair, waterbed.	Go back through all Yes/no questions from p97/p104. Is rain wet? Can a boat sail? Is all hair fair?	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading her, now p91. Practise reading: Sound buttons p58: waitress, raindrop, weeping, carpark.	Segmenting for spelling: Phoneme frame p88: sure, pure, cure, insure, secure, manure, cure.	Go back through all sentence substitution p86 using sentences on p104: Mark fed the cat/dog/hid/Gail/moon.	Find any letter learnt so far, from a display, when given the sound.
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading her, now p91. Practise reading: Sound buttons p58: hammer, letter, dinner, summer.	Segmenting for spelling: Phoneme frame p88: rocker, boxer, lighter.	Go through Yes/no questions from p97/p104. Is the moon far off? Can a hammer chop wood?	Be able to blend and segment in order to read and spell (using
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading her, now p91. Practise reading p94: looking, powder, thicker, singer.	Segmenting for spelling: Phoneme frame p88: lightning, orchard, waiter, waiting.	Sentence substitution p86 using sentences on 104: The sheep are in the shed/bedroom/farmyard/cars/ wait.	magnetic letters) VC words ox, CVC words jet, win, tax, vet, and silly words ix, jav.
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practise reading p94: carpark, farmyard, boatman, tonight.	Demonstration writing p97, write the sentence: Shep the dog sits down in the mud and gets in a mess.	Go through Yes/no questions from p97/p104. Is it dark at night? Is a thick book thin? Can we get wool from sheep?	Be able to spell the tricky words the, to, I, no, go. Be able to read the tricky words he, she, me, be, we, you, they, was.

Phase	e 3 Week 9:				
Obiect	tives and criteria for success:				
	se all previously learned GPCs.				
	se blending for reading p85–88.		Practise segmentation for spe	lling n88–91	
	se reading high frequency words le	arned so far	Teach reading the high freque		
	how to read two-syllable words p			aptions and sentences p95–98.	
reach	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading all, look p91. Sorting p88 between things at school and things at home: bedroom, teacher, rooftop, pen- pot, sister. NB Some items, e.g. rooftop, might belong in both categories!	Segmenting for spelling: Teach spelling two-syllable words p94: workman, pigpen, bookshop, market.	Go back through all Yes/no questions from p97/p104. Will six cows fit in a car? Can coins sing a song? Will all shops sell nails?	Give the sound when shown all or most Phase 2 and 3 graphemes. Find all/most Phase 2 and 3 graphemes, from a display, when given
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading all, look p91. Read sentences from p103 On the farm.	Segmenting for spelling: Dictate sentences to the children: The farmer gets up at six. He has to feed the cows and sheep each morning.	Go back through all Sentence substitution p86/104: You can hear a goat/ toad/song/see/coin.	the sound. Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase 2
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading all, look p91. Read sentences from p103 In town.	Segmenting for spelling: Dictate sentence to the children: Jill has fair hair but Jack has dark hair.	Go through Yes/no questions from p97/p104. Can a chicken sit on a chair? Can a coach zoom into the air? Can a coat hang on a hook?	and 3 graphemes) Be able to segment and make a phonetically plausible attempt as spelling
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading all, look p91. Read sentences from p103 In a wigwam.	Segmenting for spelling: Dictate sentences to the children: Jim has seven silver coins. He gets sweets with them.	Sentence substitution p86/p104: They might meet in town/market/summer/we/fish.	CVC words (i.e. single- syllable words consisting of Phase 2 and 3 graphemes) Be able to read tricky
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading all, look p91. Read sentences from p103 At the river.	Segmenting for spelling: Dictate sentences to the children: I can see a pair of dark boots on the mat. Can she see them?	Go through Yes/no questions from p97/p104. Can ducks see fish in rivers? Can you hear bees buzzing now?	Be able to read tricky words he, she, we, me, be, was, my, you, her, they, all, are. Be able to spell the tricky words the, to, I, no, go. Write each letter correctly when following a model.

Phase	3 Week 10:							
Object	Objectives and criteria for success:							
Practis	Practise all previously learned GPCs. Practise blending for reading p 85–88.							
Practis	se segmentation for spelling p88-	-91.	Practise reading high frequen	cy words learned so far.				
Teach	reading the high frequency word	l are p91–93.	Practise reading two-	syllable high frequency words p94.				
	se reading and writing captions a		-					
	Revisit and Review	Teach	Practise	Apply	Assessment			
Mon	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Teach reading are p91. Reading captions (independent of teacher p95). See captions p103. Teacher does end of Phase 3 assessment with group of children.	Set independent writing task p98. Teacher does end of Phase 3 assessment with group of children.	Sentence substitution p86/p104: The shop is on the corner/church/right/shark/boat.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.			
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading are p91. Reading captions (independent of teacher p95). See captions p103. Teacher does end of Phase 3 assessment with group of children.	Set independent writing task p98. Teacher does end of Phase 3 assessment with group of children.	Go through Yes/no questions from p97/p104. Are fish and chips food? Are the teeth of sharks sharp? Are fingers as long as arms?	Find any letter learnt so far, from a display, when given the sound.			
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading are p91. Reading captions (independent of teacher p95). See captions p103. Teacher does end of Phase 3 assessment with group of children.	Set independent writing task p98. Teacher does end of Phase 3 assessment with group of children.	Sentence substitution p86/p104: She has worn red shorts/boots/boats/seen/He.	Write each letter correctly when following a model.			
Thu	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading are p91. Reading captions (independent of teacher p95). See captions p103. Teacher does end of Phase 3 assessment with group of children.	Set independent writing task p98. Teacher does end of Phase 3 assessment with group of children.	Go through Yes/no questions from p97/p104. Will a ship sail on a road? Will the shop shut now?	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox, CVC words			
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far p92.	Practice reading are p91. Reading captions (independent of teacher p95). See captions p103. Teacher does end of Phase 3 assessment with group of children.	Set independent writing task p98. Teacher does end of Phase 3 assessment with group of children.	Sentence substitution p86/p104: She has lots of good books/food/seen/hard/Joan.	jet, win, tax, vet, and silly words ix, jav. Be able to spell the tricky words the, to, I, no, go. Be able to read the			
					words he, she, me, be, we, you, they, was.			

Object Practis Teach Teach	4 Week 1: tives and criteria for success: se recognition and recall of Phase 2 and practise spelling CVCC words spelling the tricky words he, she, r se reading sentences p122. Revisit and Review	p112.	Teach and practise reading CV Teach reading the tricky words Practise reading and spelling I Practise writing sentences p12 Practise	s said, so p118 and decodable word high frequency words p118.	ds went, from p119.
Mon	Recall all GPCs from phase 2 and 3, note any the children struggle with and focus on for rest of the week p109–110.	Teach reading tricky words said, so p118 and went, from p119. Blending for reading CVCC words p111, extending CVC words to CVCC words: bend, mend, hump, bent, tent.	Segmentation for spelling: Phoneme frame p116: lost, fact, husk, bank, milk, lamp, wind, next.	Reading sentences Matching p122: The bank was shut.	Give the sound when shown any Phase 2 and 3 grapheme. Find any Phase 2 or 3 grapheme, from a display, when given
Tue	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading tricky words p118.	Teach spelling he, she, me, we, be p119. Blending for reading: Countdown p114, best, gulp, band, dent.	Segmentation for spelling: Quickwrite words p117: land, nest, link, hunt, hand, gust, lift.	Writing sentences p124: I kept bumping into things in the dark.	the sound. Be able to blend and read words containing adjacent consonants.
Wed	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling tricky words p118–9.	Blending for reading: Sentence substitution p114: The man burnt the toast/ towel, girl, milk, brings.	Segmentation for spelling: Phoneme frame p116: lent, bend, sift, vest, tilt, tuft, tusk damp, bust.	Reading sentences Yes/no questions p123: Is milk good for teeth? Can a clock get cross?	Be able to segment and spell words containing adjacent consonants.
Thu	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling tricky words p118–9.	Blending for reading: Countdown p114, champ, tenth, bench, thank, toast, shift, thump.	Segmentation for spelling: Phoneme frame p116: paint, roast, beast, shelf, north, boost, think.	Writing sentence p124: I lit the lamp in the dark.	Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like,
Fri	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling tricky words p118–9.	Blending for reading: Buried Treasure p115, dift, soft, lant, camp, chimp, panch.	Segmentation for spelling: Quickwrite words p117: faint, theft, drank, drink , thank.	Shared reading p124.	little, what. Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are. Write each letter, usually correctly.

Object Practis Teach Teach	4 Week 2: tives and criteria for success: se recognition and recall of Phase 2 and practise spelling CCVC words spelling the tricky words was, you p se reading sentences p122.	0119. Practise Practise	and practise reading CCVC wo eading the tricky words have, I e reading and spelling high free e writing sentences p124.	ike, some, come p118 and de	ecodable words it's, just p119.
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Teach reading tricky words have, like, some, come p118 and decodable words it's, just p119. Blending for reading: What's in the box? p113, spot, frog, swim, drop, step, star, tree. Segmenting for spelling CCVC p113 plan, grip, glad, from, stop.	Segmentation for spelling: Phoneme frame p116, twin, sniff, plum, gran, swim, clap, trip.	Reading sentences Matching p122 The clown did tricks with a chimpanzee.	Give the sound when shown any Phase 2 and 3 grapheme. Find any Phase 2 or 3 grapheme, from a display, when given the sound. Be able to blend and read
Tue	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Blending for reading: Countdown p114, speck, green, fresh, steep, smell, track, spin.	Segmentation for spelling: Quickwrite words p117, brown, sport, trash, start flag, spear, spoil, spoon.	Writing sentences p124 A crab crept into a crack in the rock.	words containing adjacent consonants. Be able to segment and spell words containing adjacent consonants.
Wed	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Teach spelling was, you p119. Blending for reading: Sentence substitution p114: Fred has spent lots of cash this year/ Gretel/ lost/ lent/ bricks.	Segmentation for spelling: Phoneme frame p116, spark, bring, crash, bleed, creep, brown, clown, cream.	Reading sentences 'I can' books p123.	Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what.
Thu	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Blending for reading: Countdown p114, clear, train, swing, droop, spoon, float, smart, groan.	Segmentation for spelling: Quickwrite words p117, brush, sport, growl, scoop, frown, speech.	Writing sentences 'I can' books p123. Children make their own versions from yesterday.	Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are.

Fri	Practise recognition and recall of Phase 2 and 3 GPCs p109–	Blending for reading: Countdown p114, smear, thrill, stop, stick, flock,	Segmentation for spelling: Phoneme frame p116,	Reading: Matching Sentences	Write each letter, usually correctly.
	10.	flash, crash.	pond, desk, grab, slug,	p122	
	Practise reading and spelling all		snail, plum.	The frog jumps in the	
	high frequency words learned so far in this phase p118–9.			pond and swims off.	

Phase	e 4 Week 3:				
	tives and criteria for success:				
	se recognition and recall of Phase 2		ctise reading words containing		
	se spelling words containing two ad		ch reading the tricky words we		d decodable word help p119.
	spelling the tricky words they, all, a		ctise reading and spelling high	frequency words p118.	
Practis	se reading sentences p122.		ctise writing sentences p124.		E
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Teach reading tricky words were, there, little, one p118 and decodable word help p119. Blending for reading: Sentence substitution p114, Gran went to get fresh fish/Stan/needed/meat/grill.	Segmentation for spelling: Quickwrite words p117, brand, frost, cramp, plump, stamp, trend.	Reading sentences Yes/no questions p123, Are you fond of plums? Did a shark ever jump up a tree? Can frogs swim in ponds?	Give the sound when shown any Phase 2 and 3 grapheme. Find any Phase 2 or 3 grapheme, from a display, when given the sound.
Tue	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Blending for reading: Countdown p114, blend, stunt, crust, tramp, grunt, crept.	Segmentation for spelling: Phoneme frame p116, drift, slept, skunk, think, thank, blink.	Writing sentences p124, A drip from the tap drops in the sink.	Be able to blend and read words containing adjacent consonants. Be able to segment and
Wed	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Teach spelling they, all, are p119. Blending for reading: Countdown p114, drank, blank, trunk, crunch, drench, shrink.	Segmentation for spelling: Quickwrite words p117, spark, thrust, spring, strap, stomp, speech.	Reading sentences, Drawing p122, It is fun to camp in a tent.	spell words containing adjacent consonants. Be able to read the tricky words some, one, said, come, do, so, were, when,
Thu	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Blending for reading: Buried Treasure p115, clost, clamp, brist, string, speet, street.	Segmentation for spelling: Phoneme frame p116, prowl, scoop, frown, scrunch, crisp, stand.	Writing sentences p124, The crisps crunch.	have, there, out, like, little, what. Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all,
Fri	Practise recognition and recall of Phase 2 and 3 GPCs p109– 10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Blending for reading: Countdown p114, drown, drink, stink, plank, thank, stamp.	Segmentation for spelling: Quickwrite words p117, trust, brand, frost, blend, grasp, bland.	Shared reading p124.	are. Write each letter, usually correctly.

Phase	e 4 Week 4:								
	Objectives and criteria for success:								
Practis	se recognition and recall of Phase 2	and 3 graphemes p109–110. Prac	tise reading words containing	two adjacent consonants p1	13–115.				
	se spelling words containing two ad				decodable word children p119.				
	spelling the tricky words my, her p		tise reading and spelling high						
Practis	se reading sentences p122 Practise		ding and spelling two-syllable v						
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Practise recognition and recall	Teach reading tricky words do,	Spelling two-syllable words	Reading sentences	Give the sound when				
	of Phase 2 and 3 GPCs p109–	when, out, what p118 and decodable	p121, pondweed,	Yes/no questions p123,	shown any Phase 2 and 3				
	10.	word children p119.	handstand, helper, desktop.	Are you afraid of	grapheme.				
	Practise reading and spelling all	Teach how to read two-syllable		thunderstorms?					
	high frequency words learned	words containing adjacent		Can a spoon grab a fork?	Find any Phase 2 or 3				
	so far in this phase p118–9.	consonants p121 shampoo, giftbox,		Do trains run on tracks?	grapheme, from a display,				
		helpdesk, sandpit.			when given the sound.				
Tue	Practise recognition and recall	Blending for reading (two-syllable	Spelling two-syllable words	Writing sentences p124					
	of Phase 2 and 3 GPCs p109-	words) p121, softest, lunchbox,	p121, driftwood,	Are all children good at	Be able to blend and read				
	10.	sandwich, shelving.	chimpanzee, champion,	sport?	words containing adjacent				
	Practise reading and spelling all		shelter.		consonants.				
	high frequency words learned								
	so far in this phase p118–9.	T		D	Be able to segment and				
Wed	Practise recognition and recall	Teach spelling my, her p119.	Spelling two-syllable words	Reading sentences on	spell words containing				
	of Phase 2 and 3 GPCs p109–	Blending for reading (two-syllable	p121, trustfund.	p128:	adjacent consonants.				
	10.	words) p121, floating, giftbag,		Fred and Brett spent a	Be able to read the tricky				
	Practise reading and spelling all	drinkcan, crisp-packet.		week in Spain.	words some, one, said,				
	high frequency words learned				come, do, so, were, when,				
Thu	so far in this phase p118–9.	Diandian fan naadian (twa avdiah la	Cralling two cylloble words		have, there, out, like, little,				
Thu	Practise recognition and recall	Blending for reading (two-syllable words): Buried Treasure p115.	Spelling two-syllable words	Writing sentences p124,	what.				
	of Phase 2 and 3 GPCs p109– 10.	lunchbox, stusting, crinkbig, giftbag	p121, trustfund,	I must not tramp on the flowers.	writet.				
	Practise reading and spelling all	shampooing, hilpstog.	shampooing, handstand, twisting.	nowers.	Be able to spell the tricky				
	high frequency words learned	shampooing, hipstog.	twisting.		words he, she, we, me, be,				
	so far in this phase p118–9.				was, my, you, her, they, all,				
Fri	Practise recognition and recall	Blending for reading (two-syllable	Spelling two-syllable words	Reading sentences	are.				
E O	of Phase 2 and 3 GPCs p109–	words) p121, drinking, thank-you,	p121, printer, shrinking,	Yes/no questions p123,					
	10.	thundering, crunching, desktop.	starlight, freshness, treetop.	Is the moon green?	Write each letter, usually				
	Practise reading and spelling all	thanaching, crunching, desktop.	stangnt, nesiness, neetop.	Are you glad when you	correctly.				
	high frequency words learned			have a pain?					
	so far in this phase p118–9.								
	so far in this phase p116–9.								

^{* &#}x27;Out' is a tricky word in Phase 4 as the 'ou' digraph has not been taught yet. © LCP 2007 Copies may be made within the purchasing institution only

<u>Year 1</u>

Dises	F We als 4					
	5 Week 1: ives and criteria for success:					
	Teach new graphemes for reading p134 ay ou ie ea. Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.					
		with adjacent consonants and words with	racuse recognition and recail of r	nase 2, 5 and 4 graphen	les as they are learned.	
	learned graphemes.	with adjacent consonants and words with				
	reading the words oh, old, the		Teach spelling the words said, so p	148		
	e reading and spelling high fre	equency words p141/p148.	Practise reading and spelling polys	vllabic words p142 and p	0149.	
	e reading sentences p142.		Practise writing sentences p149.	,		
	Revisit and Review	Teach	Practise	Apply	Assessment	
Mon	Recall all GPCs from phase 2, 3 and 4 note any the children struggle with and focus on for rest of the	Teach reading high-frequency word old p141 and tricky words oh, their p140. Teach 'ay' and talk about the difference between this and 'ai' and that 'ay' usually	Segmenting for spelling activity stay, tray, clay, pray, play. Use activities from Phase 4 p116–117, for segmentation for	Reading sentences activity Yes/no questions p142: Can I stay and play?	Give the sound when shown any grapheme that has been taught.	
	week.	comes at the end of a word. Blending for activity: day, play may, spray, stray, delay. Use activities from Phase 4 p113–115 for blending for reading activities	spelling activities in Phase 5.	Can I spray the paint? May I stay at home today?	Begin to write some of the common graphemes when given a sound.	
Tue	Practise recognition and	in Phase 5. Teach 'ou' and compare to 'ow'. Explain	Segmentation for spelling	Writing sentences	Begin to apply phonic knowledge and skill when	
	recall of Phase 2, 3 and 4 GPCs. Practise reading high	that 'ou' rarely comes at the end of a word. Blending for reading activity: out, cloud, proud, about, scout.	activity: sound, found, mountain, sprout, loud, loudest.	p149, The sound is loud. I go down now.	reading and spelling unfamiliar words that are not completely decodable.	
Wed	frequency words p141. Practise recognition and	Teach spelling tricky words said, so p148.	Segmentation for spelling tried,	Reading sentences	Be able to blend and	
	recall of Phase 2, 3 and 4 GPCs.	Teach 'ie' and compare to 'l'. I is a word on it's own, 'ie' makes the sound in other	pie, spied, denied, tie, lie.	p142, I cook a pie.	segment in order to read CVC words.	
	Practise reading high frequency words p141 and	words – usually at the end. Blending for reading activity: tie, pie, lie,			Begin to read automatically	
	spelling tricky words p141 and	die, cried, fried.			the words in the list of 100	
Thu	Practise recognition and recall of Phase 2, 3 and 4 GPCs.	Teach 'ea' and compare to 'ee' Blending for reading sentence substitution p158, Paul eats peas with his	Segmentation for spelling treat, meat, steam, sea, read, repeat, heap, least.	Writing sentence p149, He reads under the	high frequency words taught in previous phases.	
	Practise reading high frequency words p141 and spelling tricky words p148.	meat/beans/reads/cooks/Phil.		tree.	Begin to accurately spell most of the words in the list of 100 high frequency	
Fri	Practise recognition and recall of Phase 2, 3 and 4	Teach the children how to play Phoneme spotter p145. Start today with reading and	Continue from Phoneme spotter by listing the words	Use the words generated from	words.	
	GPCs.	listening and seeing if they can identify any	containing this week's	before to teach	Form each letter correctly.	
	Practise reading high	of this week's sounds.	phonemes and their	children how to play		
	frequency words p141 and		alternatives ay/ ai/ ou/ ow/ ea/	Best bet p147, with		
	spelling tricky words p148.		ee.	the same sounds.		

	Trimley St Wary Phonics				
Dhaaa	<u>Vear 1</u> 5 Week 2:				
	ives and criteria for success:	10.4			and the second second second second
	new graphemes for reading p		Practise recognition and recall of F	mase 2, 3 and 4 graphemes	s as they are learned.
		with adjacent consonants and words with			
	learned graphemes.			4.40	
	reading the words people, ho		Teach spelling the words have, like		
	se reading and spelling high fro		Practise reading and spelling polys	yllabic words p142 and p14	. <u>9.</u>
Practis	se reading sentences p142.		Practise writing sentences p149.		
	Revisit and Review	<u>Teach</u>	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach reading high frequency words	Segmentation for spelling	Sentence substitution	Give the sound when
	phase 2, 3 and 4 and so	house, about p141 and tricky word people	activity: annoy, annoying,	<u>p158</u>	shown any grapheme
	far in Phase 5.	<u>p140.</u>	oyster, destroy, boy, toy.	Loud sounds can be	that has been taught.
		Teach 'oy' and talk about the difference		annoying/ noises/	
		between this and 'oi'. Explain that 'oy'		singing/ frightening/	Begin to write some of
		usually comes at the end of a word.		mountains.	the common graphemes
		Blending for reading activity: boy, toy, joy,			when given a sound.
		enjoy, royal, Roy.			
Tue	Recall all GPCs from	Teach 'ir' and compare to 'er'.	Segmentation for spelling	Writing sentences p149.	Begin to apply phonic
	phase 2, 3 and 4 and so	Blending for reading p134 sir, girl, bird.	activity: sound, found,	The girl sees a bird in	knowledge and skill when
	far in Phase 5.	Segmenting for spelling p144 fir, skirt, shirt.	mountain, sprout, loud,	the tree.	reading and spelling
	Practise reading high	Reading tricky words: people, house, about	loudest.		unfamiliar words that are
	frequency words p141.	p140.			not completely
Wed	Recall all GPCs from	Teach spelling tricky words have, like p148.	Segmentation for spelling	Reading sentence.	decodable.
	phase 2, 3 and 4 and so	Teach 'ue' and compare to 'oo'. Explain	activity: clue, blue, issue, Sue,	The glue is blue.	
	far in Phase 5.	that 'ue' usually comes at the end of a	tissue, clue.		Be able to blend and
	Practise reading high	word.			segment in order to read
	frequency words p141.	Blending for reading activity: clue, blue,			CVC words.
		issue, true, glue, Sue.			
					Begin to read
Thu	Recall all GPCs from	Teach 'ue' and compare to the word 'you'	Segmentation for spelling	Writing sentence p149.	automatically the words
	phase 2, 3 and 4 and so	Blending for reading activity: cue, due,	activity: venue, due, rescue,	Sue argues with you.	in the list of 100 high
	far in Phase 5.	value, statue, rescue, hue.	value, cue, argue.		frequency words taught in
	Practise reading high		, <u></u>		previous phases.
	frequency words p141 and				
	spelling tricky words p148.				Begin to accurately spell
Fri	Recall all GPCs from	Teach 'aw' and compare to 'or'.	Segmentation for spelling	Reading sentence.	most of the words in the
<u> </u>	phase 2, 3 and 4 and so	Blending for reading activity: saw, law,	activity: yawn, raw, claw,	I will crawl on the lawn.	list of 100 high frequency
	far in Phase 5.	crawl, paw, claw, lawn.	shawl, draw, jaw.	<u></u>	words.
	Practise reading high				
	frequency words p141 and				Form each letter
	spelling tricky words p148.				correctly.
	opoling thory words p140.			1	

	Trimley St Mary Phonics				
	Year 1				
	5 Week 3: ives and criteria for success:				
	new graphemes for reading p	134 wh ph ew	Practise recognition and re	ecall of Phase 2, 3 and 4 gra	phomos
Practis	e reading and spelling words	with adjacent consonants and words with	The use recognition and re	ecali ol i nase 2, 5 and 4 gra	phemes.
	earned graphemes.	with dejacent concentance and words with			
	reading the words Mr, Mrs, do	n't by p141	Teach spelling the words s	some come p148	
Practis	e reading and spelling high fro	equency words p141/p148		ing polysyllabic words p142	and p149.
Practis					p
	g sentences p142.	Р	ractise writing sentences p149.		
	Revisit and Review	Teach	Practise	Apply	Assessment
lon	Recall all GPCs from	Teach reading high frequency words don't,	Segmentation for spelling	Reading sentences	Give the sound when
	phase 2, 3 and 4 and so	by p141 and tricky words Mr, Mrs p140.	activity: whisper, where, what,	p142.	shown any grapheme that
	far in Phase 5.	Teach 'wh' and talk about the difference	when, which, wheel.	Where is the wheel?	has been taught.
		between this and 'w'. 'wh' always comes at			
		the start of the word. 'w' can come at start,			Begin to write some of the
		middle or end.			common graphemes
		Blending for reading activity: when, which,			when given a sound.
		wheel, whisper, where, what.			
ue	Recall all GPCs from	Teach 'wh' and compare to 'h'.	Segmentation for spelling	Writing sentences p149.	Begin to apply phonic
	phase 2, 3 and 4 and so	Blending for reading activity: who, whole,	activity: who, whole, whom.	Who is it?	knowledge and skill when
	far in Phase 5.	whom.			reading and spelling
	Practise reading high				unfamiliar words that are
	frequency words p141.				not completely decodable.
/ed	Recall all GPCs from	Teach spelling tricky words some, come	Segmentation for spelling	Reading sentences	De oble to blond and
	phase 2, 3 and 4 and so	p148	activity: phonics, phantom,	<u>p142.</u>	Be able to blend and
	far in Phase 5.	Teach 'ph' and compare to 'f'.	Philippa, dolphin, elephant,	The elephant looks at	segment in order to read CVC words.
	Practise reading high	Blending for reading activity: dolphin,	<u>alphabet.</u>	the alphabet.	CVC words.
	frequency words p141.	alphabet, elephant, phonics, phantom, Philip.			Begin to read
hu	Recall all GPCs from	Teach 'ew' and compare to 'oo'. Explain	Segmentation for spelling	Writing sentence p149.	automatically the words in
nu	phase 2, 3 and 4 and so	that 'ew' usually goes at the end of a word.	activity: brew, flew, Andrew,	Tom chews his meat.	the list of 100 high
	far in Phase 5.	Blending for reading activity: blew, chew,	threw, grew, chew, Andrew,	Tom cnews his meat.	frequency words taught in
	Practise reading high	grew, drew, screw, crew.	thew, grew, chew.		previous phases.
	frequency words and	grew, arew, corew, orew.			
	spelling tricky words.				Begin to accurately spell
ri	Recall all GPCs from	Play Phoneme spotter p145, focussing on	Play Best bet p147, using	Reading sentences,	most of the words in the
	phase 2, 3 and 4 and so	this week's phonemes: wh/ w/ ph/ f/ ew/ oo.	words generated from	Yes/no guestions p142.	list of 100 high frequency
	far in Phase 5.	· · · · · · · · · · · · · · · · · · ·	Phoneme spotter game.	Can you carry an	words.
	Practise reading high			elephant on your head?	
	frequency words p141 and			Would you crawl in a	Form each letter correctly.
	spelling tricky words p148.			thorn bush?	

Phase 5 Week 2:

Objectives and criteria for success:

Teech	now graph amon for reading p	124 ou is up out	Practise recognition and recall of P	base 2. 2 and 4 graphemer	a an thou are learned
- Heach	new graphemes for reading p	with adjacent consonants and words with	ractise recognition and recail of P	nase 2, 3 and 4 graphemet	s as they are learned.
Practic	learned graphemes.	with adjacent consonants and words with			
Tooob	reading the words people, ho	upp phout p141	each spelling the words have. like	n149	
Proctic	se reading and spelling high from	$\frac{1}{1}$	Practise reading and spelling polys		0
Practic	e reading sentences p142.		Practise writing sentences p149.	y liable words p 142 and p 14	
Flatte	Revisit and Review	Teach	Practise	Apply	Assessment
		Teach reading high frequency words		Sentence substitution	Give the sound when
Mon	Recall all GPCs from phase 2, 3 and 4 and so	house, about p141 and tricky word people	Segmentation for spelling	Sentence substitution	
1	far in Phase 5.	p140.	activity: annoy, annoying, oystor, destroy, boy, toy.	Loud sounds can be	shown any grapheme that has been taught.
	tarin Phase 5.	Teach 'oy' and talk about the difference	oyster, destroy, boy, toy.	Loud Sounds can be annoying/ noises/	that has been taught.
1		between this and 'oi'. Explain that 'oy'		singing/ frightening/	Begin to write some of
1		usually comes at the end of a word.		mountains.	
		Blending for reading activity: boy, toy, joy,		mountains.	the common graphemes when given a sound.
		enjoy, royal, Roy.			when given a sound.
Tue	Recall all GPCs from	Teach 'ir' and compare to 'er'.	Segmentation for spelling	Writing sentences p149.	Begin to apply phonic
	phase 2, 3 and 4 and so	Blending for reading p134 sir, girl, bird.	activity: sound, found,	The girl sees a bird in	knowledge and skill when
	far in Phase 5.	Segmenting for spelling p144 fir, skirt, shirt.	mountain, sprout, loud,	the tree.	reading and spelling
	Practise reading high	Reading tricky words: people, house, about	loudest.		unfamiliar words that are
	frequency words p141.	p140.			not completely
Wed	Recall all GPCs from	Teach spelling tricky words have, like p148.	Segmentation for spelling	Reading sentence.	decodable.
	phase 2, 3 and 4 and so	Teach 'ue' and compare to 'oo'. Explain	activity: clue, blue, issue, Sue,	The glue is blue.	
	far in Phase 5.	that 'ue' usually comes at the end of a	tissue, clue.	-	Be able to blend and
	Practise reading high	word.			segment in order to read
	frequency words p141.	Blending for reading activity: clue, blue,			CVC words.
		issue, true, glue, Sue.			
					Begin to read
Thu	Recall all GPCs from	Teach 'ue' and compare to the word 'you'	Segmentation for spelling	Writing sentence p149.	automatically the words
1	phase 2, 3 and 4 and so	Blending for reading activity: cue, due,	activity: venue, due, rescue,	Sue argues with you.	in the list of 100 high
	far in Phase 5.	value, statue, rescue, hue.	value, cue, argue.		frequency words taught in
	Practise reading high				previous phases.
ł	frequency words p141 and				
	spelling tricky words p148.				Begin to accurately spell
Fri	Recall all GPCs from	Teach 'aw' and compare to 'or'.	Segmentation for spelling	Reading sentence.	most of the words in the
	phase 2, 3 and 4 and so	Blending for reading activity: saw, law,	activity: yawn, raw, claw,	I will crawl on the lawn.	list of 100 high frequency
	far in Phase 5.	crawl, paw, claw, lawn.	shawl, draw, jaw.		words.
	Practise reading high				
	frequency words p141 and				Form each letter
	spelling tricky words p148.				correctly.

	Trimley St Mary Phonics						
Phase Objecti	Phase 5 Week 4: Objectives and criteria for success:						
		134 oe au ey a-e e-e (split digraph p135).	Practise recognition and re	call of Phase 2, 3 and 4 gra	aphemes.		
		with adjacent consonants and words with					
	earned graphemes. reading the words looked, tim	o your called p141	Teach spelling the word we	0100148			
Practis	e reading and spelling high fre	equency words p141/p148	Practise reading and spelling		and n149		
Practis	e reading sentences p142.		Practise writing sentences				
	Revisit and Review	Teach	Practise	Apply	Assessment		
Mon	Recall all GPCs from	Teach reading high frequency words time,	Teach the children that when a	Reading sentences	Give the sound when		
	phase 2, 3 and 4 and so	your p141 and tricky words looked, called	word ends in 'o' such as hero	p142.	shown any grapheme		
	far in Phase 5.	<u>p140.</u>	and tomato it turns to oe when	Joe hurt his toe.	that has been taught.		
		Teach 'oe' and talk about the letter sound	it's a plural. Read and spell				
		<u>'o'. Explain that 'oe' usually goes at the end</u>	tomatoes, goes, potatoes,		Begin to write some of		
		of a word.	heroes.		the common graphemes		
		Blending for reading activity: toe, how, Joe, woe, foe,			when given a sound.		
Tue	Recall all GPCs from	Teach 'au' and compare to 'or'. Explain that	Segmentation for spelling	Writing sentences p149.	Begin to apply phonic		
100	phase 2, 3 and 4 and so	'au' doesn't usually go at the end of a word.	activity: August, automatic,	The room is haunted.	knowledge and skill when		
	far in Phase 5.	Blending for reading activity: Paul, haul,	author, Paul, haunt, haunted.	<u></u>	reading and spelling		
	Practise reading high	launch, August, author, automatic. Use	Use p149 for spelling words		unfamiliar words that are		
	frequency words p141.	guidance on p142 for reading words with	with more than one syllable.		not completely		
		more than one syllable.	-		decodable.		
Wed	Recall all GPCs from	Teach spelling tricky word were p148.	Segmentation for spelling	Reading sentences			
	phase 2, 3 and 4 and so	Teach 'ey' and compare to 'ee'. Explain this	activity: chimney, cockney,	<u>p142.</u>	Be able to blend and		
	far in Phase 5. Practise reading high	usually goes at the end of a word. Blending for reading activity: money,	monkey, donkey, turkey,	The monkey is on the	segment in order to read CVC words.		
	frequency words p141.	donkey, turkey, jockey, valley, trolley.	money.	chimney.	CVC Words.		
	nequency words p141.	donkey, tarkey, jockey, valley, trolley.			Begin to read		
Thu	Recall all GPCs from	Teach 'a-e' and compare to 'ai' p135.	Segmentation for spelling	Writing sentence p149.	automatically the words		
<u></u>	phase 2, 3 and 4 and so	Blending for reading activity: came, made,	activity: shame, lame, amaze,	Make me a cake.	in the list of 100 high		
	far in Phase 5.	make, take, game, cake, Jane.	snake, escape, same.		frequency words taught in		
	Practise reading high				previous phases.		
	frequency words p141 and						
	spelling tricky words p148.				Begin to accurately spell most of the words in the		
<u>Fri</u>	Recall all GPCs from	Teach 'e-e' p135 and compare to 'ee'.	Segmentation for spelling	Reading sentences	list of 100 high frequency		
	<u>phase 2, 3 and 4 and so</u> far in Phase 5.	Blending for reading activity: Pete, compete, Steve, even, theme, extreme.	activity: extreme, Eve, theme, Pete, Steve, complete.	p142. Pete and Steve made	words.		
	Practise reading high	compete, Steve, even, theme, extreme.	reie, Sieve, compiete.	lunch.	mondo.		
	1 Tacase reading high				Form each letter		
					correctly.		

Phase 5 Week 3:

Objectives and criteria for success:

Teach new graphemes for reading p134 wh ph ew.

Practise recognition and recall of Phase 2, 3 and 4 graphemes.

<u>Year 1</u>

Practic	se reading and spelling words	with adjacent consonants and words with			
newly	learned graphemes.				
Teach	reading the words Mr, Mrs, de	ən't, by p141.	Teach spelling the words	some, come p148.	
Practic	se reading and spelling high fr	equency words p141/p148.	Practise reading and spel	ling polysyllabic words p142	and p149.
Practic	se reading sentences p142.		Practise writing sentences		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words don't, by p141 and tricky words Mr, Mrs p140. Teach 'wh' and talk about the difference between this and 'w'. 'wh' always comes at the start of the word. 'w' can come at start.	Segmentation for spelling activity: whisper, where, what, when, which, wheel.	Reading sentences p142. Where is the wheel?	Give the sound when shown any grapheme that has been taught. Begin to write some of the
		middle or end. Blending for reading activity: when, which, wheel, whisper, where, what.			common graphemes when given a sound.
Tue	Recall all GPCs from	Teach 'wh' and compare to 'h'.	Segmentation for spelling	Writing sentences p149.	Begin to apply phonic
	phase 2, 3 and 4 and so	Blending for reading activity: who, whole,	activity: who, whole, whom.	Who is it?	knowledge and skill when
	far in Phase 5.	whom.			reading and spelling
	Practise reading high				unfamiliar words that are
	frequency words p141.				not completely decodable.
Wed	Recall all GPCs from	Teach spelling tricky words some, come	Segmentation for spelling	Reading sentences	
	phase 2, 3 and 4 and so	p148	activity: phonics, phantom,	p142.	Be able to blend and
	far in Phase 5.	Teach 'ph' and compare to 'f'.	Philippa, dolphin, elephant,	The elephant looks at	segment in order to read
	Practise reading high	Blending for reading activity: dolphin,	alphabet.	the alphabet.	CVC words.
	frequency words p141.	alphabet, elephant, phonics, phantom,			
		Philip.			Begin to read
Thu	Recall all GPCs from	Teach 'ew' and compare to 'oo'. Explain	Segmentation for spelling	Writing sentence p149.	automatically the words in
	phase 2, 3 and 4 and so	that 'ew' usually goes at the end of a word.	activity: brew, flew, Andrew,	Tom chews his meat.	the list of 100 high
	far in Phase 5.	Blending for reading activity: blew, chew,	threw, grew, chew.		frequency words taught in
	Practise reading high	grew, drew, screw, crew.			previous phases.
	frequency words and				
	spelling tricky words.				Begin to accurately spell
Fri	Recall all GPCs from	Play Phoneme spotter p145, focussing on	Play Best bet p147, using	Reading sentences,	most of the words in the
	phase 2, 3 and 4 and so	this week's phonemes: wh/ w/ ph/ f/ ew/ oo.	words generated from	Yes/no questions p142.	list of 100 high frequency
	far in Phase 5.		Phoneme spotter game.	Can you carry an	words.
	Practise reading high			elephant on your head?	Earns and better and the
	frequency words p141 and			Would you crawl in a	Form each letter correctly.
	spelling tricky words p148.			thorn bush?	

	Year 1				
<u>Object</u> Teach		<u>134 i-e o-e u-e (p135) 'zh' as in treasure (p15</u> with adjacent consonants and words with	7). Practise recognition and re	call of Phase 2, 3 and 4 gra	aphemes.
	learned graphemes.	with adjacent consonants and words with	Teach spelling the word the	ara n1/8	
	reading the words asked, very	/ n141	Practise reading and spelli		and n149
Practis	e reading and spelling high fre	equency words p141/p148.	Practise writing sentences		
	Revisit and Review	Teach	Practise	Apply	Assessment
<u>Mon</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency word very p141 and tricky word asked p140. Teach 'i-e' and talk about the word 'l' and the GPCs 'ie' and 'igh' p135.	Segmentation for spelling activity: kite, prize, inside, side, outside, shine.	Reading sentences p142. The slide shines.	Give the sound when shown any grapheme that has been taught.
<u>Tue</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Blending for reading activity: like, time, slide, pine, ripe, invite. Teach 'o-e' and compare to 'oe' and 'o'. p135. Blending for reading activity: bone, home,	Segmentation for spelling activity: awoke, explode, those,	Writing sentences p149. I woke up in my home.	Begin to write some of the common graphemes when given a sound. Begin to apply phonic
	Practise reading high frequency words p141.	note, alone, stone, woke.	envelope, prone, stoke.	-	knowledge and skill when reading and spelling unfamiliar words that are
<u>Wed</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky word there p148. Teach 'u-e' and compare to 'oo' sound p135. Blending for reading activity: June, prune, flute, rude, rule, brute.	Segmentation for spelling activity: rude, rule, brute, June, prune, salute.	Reading sentences p142. The monkey plays a flute.	not completely decodable. Be able to blend and segment in order to read CVC words.
<u>Thu</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'u-e' with the 'you' sound and compare to yesterday's sound. Blending for reading activity: huge, cube, use, tube, mule, computer.	Segmentation for spelling activity: computer, refuse, huge, cube, use.	Writing sentences p149. Can I use the computer?	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
<u>Fri</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'zh' sound as in treasure. It's the s that makes the sound. Blending for reading activity: treasure, television, usual, pleasure, casual.	Segmentation for spelling activity: pleasure, casual treasure, television, usual.	Reading sentences p142. Where is the treasure?	Begin to accurately spell most of the words in the list of 100 high frequency words. Form each letter

	Voar 1				
Phase	5 Week 6: (REFER TO SFA	PHONICS HANDBOOKS IF NEEDED)	Teach reading the Year 2 CE	<u>Ws p141.</u>	
Object	Objectives and criteria for success: Teach spelling the Year 2 CEWs p148.				
Teach	new graphemes for reading r	nk, ow, -y, -y, c	Practise reading and spelling	CEWs p141/p148.	
Practis	se recognition and recall of Ph	ase 2, 3 and 4 graphemes.	Practise reading and spelling	polysyllabic words p142 ar	nd p149.
Practis	se reading and spelling words	with adjacent consonants and words with newl	y Practise reading sentences p	142.	
learne	d graphemes.		Practise writing sentences p1	49.	
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach reading CEWs time, your p141 and	Segmentation for spelling	Reading sentences	Give the sound when
	phase 2, 3 and 4 and so	CEWs looked, called p140.	activity: wink, blink, bank, pink,	p142.	shown any grapheme
	far in Phase 5.	Teach 'nk' and mnemonic "with a wink and	think, thank, Use p149 for	With a wink and a blink.	that has been taught.
		a blink". Explain that 'nk' goes at the end of	spelling words with more than		
		a word.	one syllable.		Begin to write some of
		Blending for reading activity: wink, blink,	riverbank, sandbank		the common graphemes
		bank, pink, drink, think, thank, shrink.			when given a sound.
Tue	Recall all GPCs from	Teach 'ow' "blow the snow" and compare to	Segmentation for spelling	Writing sentences p149.	
	phase 2, 3 and 4 and so	'oa' "goat in a boat".	activity: blow, snow, row,	She blows the snow.	Begin to apply phonic
	far in Phase 5.	activity: blow, snow, row, mow, show,	mow, show, elbow, throw Use	He can throw.	knowledge and skill when
	Practise reading CEWs	elbow, throw. Use guidance on p142 for	p149 for spelling words with		reading and spelling
	p141.	reading words with more than one syllable.	more than one syllable.		unfamiliar words that are
Wed	Recall all GPCs from	Teach spelling CEW were p148.	Segmentation for spelling	Reading/writing	not completely
	phase 2, 3 and 4 and so	Teach '-y' "silly, happy, puppy" and	activity: silly, happy, mummy,	sentences p142.	decodable.
	far in Phase 5.	compare to 'ee'. Explain this usually goes	daddy, twenty, thirty, forty, fifty,	I see the silly happy	
	Practise reading CEWs	at the end of a word.	sixty,	puppy.	Be able to blend and
	p141.	Blending for reading activity: silly, happy,			segment in order to read
		mummy, daddy, twenty, thirty, forty, fifty,			CVC words.
		sixty,			
Thu	Recall all GPCs from	Teach '-y' "fly in the sky" and compare to	Segmentation for spelling	Writing sentence p149.	Begin to read
	phase 2, 3 and 4 and so	'igh'. Explain this usually goes at the end	activity: fly, my, sky, try, cry,	I fly in the sky.	automatically the words
	far in Phase 5.	of a word.	<u>fry.</u>		in the list of CEWs taught
	Practise reading CEWs	Blending for reading activity: fly, my, sky,			in previous phases.
	p141 and spelling CEWs	try, cry, fry.			
	<u>p148.</u>				Begin to accurately spell
<u>Fri</u>	Recall all GPCs from	Teach 'c' "city mice on the ice" and	Segmentation for spelling	Reading/writing	most of the words in the
	phase 2, 3 and 4 and so	compare to 's'.	activity: ice, city, mice, nice,	sentences p142.	list of CEWs.
1	far in Phase 5.	Blending for reading activity: ice, city, mice,	rice, twice, advice.	City mice on the ice.	
	Practise reading high	nice, rice, twice, advice.		I went to the city twice.	Form each letter
					correctly.

	Year 1					
Phase 5 Week 7: (REFER TO SFA PHONICS HANDBOOKS IF NEEDED) Teach reading the Year 2 CEWs. p141.						Formatted: Not Highlight
	tives and criteria for success:		Teach spelling the Year 2 CE			Formatted: Not Highlight
	new graphemes for reading a		Practise reading and spelling			
	se recognition and recall of Pha		Practise reading and spelling		<u>d p149.</u>	
-		with adjacent consonants and words with newl				
learned	d graphemes.	T	Practise writing sentences p1			
I	Revisit and Review	Teach	Practise	Apply	Assessment	
Mon	Recall all GPCs from	Teach reading CEW p141 and CEWs	Segmentation for spelling	Reading sentences	Give the sound when	
1	phase 2, 3 and 4 and so	<u>p140.</u>	activity: are, care, dare, share,	<u>p142.</u>	shown any grapheme	
1	far in Phase 5.	Teach 'are' and mnemonic "care and	hare, stare, Use p149 for	We care and share.	that has been taught.	
		share" and compare with "air".	spelling words with more than	The hare can stare.		
l		Blending for reading activity: are, care,	one syllable.		Begin to write some of	
		dare, share, hare, stare, daycare, fanfare.	daycare, fanfare.		the common graphemes	
Tue	Recall all GPCs from	Teach 'ire' "vampire required".	Segmentation for spelling	Writing sentences p149.	when given a sound.	
1	phase 2, 3 and 4 and so	Blending for reading activity: fire, hire, wire,	activity: fire, hire, wire, tire,	Vampire required.		
	far in Phase 5.	tire, spire, admire, vampire,	spire, admire, vampire, Use	See the fire on the spire.	Begin to apply phonic	
	Practise reading CEWs		p149 for spelling words with		knowledge and skill when	
	<u>p141.</u>		more than one syllable.		reading and spelling	
Wed	Recall all GPCs from	Teach spelling CEW p148.	Segmentation for spelling	Reading/writing	unfamiliar words that are	
	phase 2, 3 and 4 and so	Teach 'ge/dge' "large badge" and compare	activity: edge, hedge, badge,	sentences p142.	not completely	
	far in Phase 5.	to 'j'. Explain this usually goes at the end of	bridge, smudge, large, charge.	He has a large badge.	decodable.	
	Practise reading CEWs	a word.		Get on the bridge.	De able te blend end	
	<u>p141.</u>	Blending for reading activity: edge, hedge,			Be able to blend and	
L		badge, bridge, smudge, large, charge.			segment in order to read	
<u>Thu</u>	Recall all GPCs from	Teach 'tch' "pitch and catch"	Segmentation for spelling	Writing sentence p149.	CVC words.	
	phase 2, 3 and 4 and so	Explain this usually goes at the end of a	activity: pitch, catch, match,	He can pitch and catch.	De site te see d	
	far in Phase 5.	word.	thatch, scratch, witch, switch,	The witch had a match.	Begin to read	
	Practise reading CEWs	Blending for reading activity: pitch, catch,	twitch, clutch		automatically the words	
	p141 and spelling CEWs	match, thatch, scratch, witch, switch,			in the list of CEWs taught	
'	<u>p148.</u>	twitch, clutch			in previous phases.	
<u>Fri</u>	Recall all GPCs from	Teach 'ti/ci' "delicious and scrumptious"	Segmentation for spelling	Reading/writing	Desire to accurately on all	
	phase 2, 3 and 4 and so	and compare to 'sh'.	activity: delicious,	sentences p142.	Begin to accurately spell	
	far in Phase 5.	Blending for reading activity: delicious,	scrumptious, precious,	<u>D.</u>	most of the words in the	
	Practise reading high	scrumptious, precious, gracious, cautious	gracious, cautious		list of CEWs.	
					Form each letter	
					correctly.	
	<u> </u>			<u> </u>	conectly.	

Phase 5 Week 4:	
Objectives and criteria for success:	
Teach new graphemes for reading p134 oe au ey a-e e-e (split digraph p135).	Practise recognition and recall of Phase 2, 3 and 4 graphemes.
Practise reading and spelling words with adjacent consonants and words with	
newly learned graphemes.	
Teach reading the words looked, time, your, called p141.	Teach spelling the word were p148.
Practise reading and spelling high frequency words p141/p148.	Practise reading and spelling polysyllabic words p142 and p149.

Practic	se reading sentences p142.		Practise writing sentences	p149.	
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words time, your p141 and tricky words looked, called p140. Teach 'oe' and talk about the letter sound 'o'. Explain that 'oe' usually goes at the end of a word. Blending for reading activity: toe, how, Joe, woo, foe.	Teach the children that when a word ends in 'o' such as hero and tomato it turns to oe when it's a plural. Read and spell tomatoes, goes, potatoes, heroes.	Reading sentences p142. Joe hurt his too.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach 'au' and compare to 'or'. Explain that 'au' doosn't usually go at the end of a word. Blending for reading activity: Paul, haul, launch, August, author, automatic. Use guidance on p142 for reading words with more than one syllable.	Segmentation for spelling activity: August, automatic, author, Paul, haunt, haunted. Use p149 for spelling words with more than one syllable.	Writing sontences p149. The room is haunted.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141.	Teach spelling tricky word were p148. Teach 'ey' and compare to 'ee'. Explain this usually goes at the end of a word. Blending for reading activity: money, donkey, turkey, jockey, valley, trolley.	Segmentation for spelling activity: chimney, cockney, monkey, donkey, turkey, money.	Reading sentences p142. The monkey is on the chimney.	Be able to blend and segment in order to read CVC words. Begin to read
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'a-e' and compare to 'ai' p135. Blending for reading activity: came, made, make, take, game, cake, Jane.	Segmentation for spelling activity: shame, lame, amaze, snake, escape, same.	Writing sontonce p149. Make me a cake.	automatically the words in the list of 100 high frequency words taught in previous phases. Begin to accurately spell
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'e-e' p135 and compare to 'ee'. Blending for reading activity: Pete, compete, Steve, even, theme, extreme.	Segmentation for spelling activity: extreme, Eve, theme, Pete, Steve, complete.	Reading sentences p142. Pete and Steve made lunch.	most of the words in the list of 100 high frequency words. Form each letter correctly.

Phase 5 Week 5:
Objectives and criteria for success:
Teach new graphemes for reading p134 i-e e-e u-e (p135) 'zh' as in treasure (p157). Practise recognition and recall of Phase 2, 3 and 4 graphemes.
Practise reading and spelling words with adjacent consonants and words with
newly learned graphemes. Teach spelling the word there p148.
Teach reading the words asked, very p141. Practise reading and spelling polysyllabic words p142 and p149.
Practise reading and spelling high frequency words p141/p148. Practise writing sentences p149.
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	Revisit and Review	Teach	Practise	Apply	Accessment
				Apply	Assessment
Mon	Recall all GPCs from	Teach reading high frequency word very	Segmentation for spelling	Reading sentences	Give the sound when
	phase 2, 3 and 4 and so	p141 and tricky word asked p140.	activity: kite, prize, inside, side,	p142.	shown any grapheme
	far in Phase 5.	Teach 'i-e' and talk about the word 'l' and	outside, shine.	The slide shines.	that has been taught.
		the GPCs 'ie' and 'igh' p135.			
		Blending for reading activity: like, time,			Begin to write some of
		slide, pine, ripe, invite.			the common graphemes
Tue	Recall all GPCs from	Teach 'o-e' and compare to 'oe' and 'o'.	Segmentation for spelling	Writing sentences p149.	when given a sound.
	phase 2, 3 and 4 and so	p135.	activity: awoke, explode, those,	I woke up in my home.	-
	far in Phase 5.	Blending for reading activity: bone, home,	envelope, prone, stoke.		Begin to apply phonic
	Practise reading high	note, alone, stone, woke.			knowledge and skill when
	frequency words p141.				reading and spelling
					unfamiliar words that are
Wed	Recall all GPCs from	Teach spelling tricky word there p148.	Segmentation for spelling	Reading sentences	not completely
	phase 2, 3 and 4 and so	Teach 'u-e' and compare to 'oo' sound	activity: rude, rule, brute, June,	p142.	decodable.
	far in Phase 5.	p135.	prune, salute.	The monkey plays a	
	Practise reading high	Blending for reading activity: June, prune,	prano, calato.	flute.	Be able to blend and
	frequency words p141.	flute, rude, rule, brute.		liuto.	segment in order to read
	nequency words preri.				CVC words.
Thu	Recall all GPCs from	Teach 'u-e' with the 'vou' sound and	Segmentation for spelling	Writing contonoos p140	010 Words.
HHU				Writing sentences p149. Can Luse the	Begin to read
	phase 2, 3 and 4 and so far in Phase 5	compare to yesterday's sound.	activity: computer, refuse,		automatically the words
		Blending for reading activity: huge, cube,	huge, cube, use.	computer?	in the list of 100 high
	Practise reading high	use, tube, mule, computer.			
	frequency words p141 and				frequency words taught in
	spelling tricky words p148.	-			previous phases.
Fri	Recall all GPCs from	Teach 'zh' sound as in treasure. It's the s	Segmentation for spelling	Reading sentences	Deale to accordance all
	phase 2, 3 and 4 and so	that makes the sound.	activity: pleasure, casual	p142.	Begin to accurately spell
	far in Phase 5.	Blending for reading activity: treasure,	treasure, television, usual.	Where is the treasure?	most of the words in the
	Practise reading high	television, usual, pleasure, casual.			list of 100 high frequency
	frequency words p141 and				words.
	spelling tricky words p148.				
					Form each letter
					correctly.

	Year 1								
	Phase 5 Week 86:								
	ives and criteria for success:								
	ative pronunciations for i and o	p136.							
		phemes and different pronunciations of graph	emes as they are learned p136.						
		with adjacent consonants and words with							
	learned graphemes.		each spelling the word when p148	3.					
Teach	reading the words water, whe		Practise reading and spelling high t		/p148.				
	e reading and spelling polysyl		Practise reading sentences p142.						
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase	Teach reading high frequency words:	Practise spelling polysyllabic	Reading	Give the sound when shown				
	2, 3 and 4 and so far in	water, where, day p141.	words p149: milkman,	sentences p142	any grapheme that has been				
	Phase 5.	Teach alternative pronunciation of the letter	fishfingers, sticker.	The child finds a	taught.				
		'i' p136. Make cards for the following		stick.					
		words: fin, tin, milk, stick.			Begin to write some of the				
Tue	Recall all GPCs from phase	Teach spelling the tricky word when p148.	Using a format similar to Best	Writing sentences	common graphemes when				
	2, 3 and 4 and so far in	Teach alternative pronunciation of the letter	bet p147, ask children to listen	p149.	given a sound.				
	Phase 5.	'i' p136: find, mind, child, remind.	to the words, write and sort	He reminded me					
	Practise reading high	Teach reading of polysyllabic words using	them into the correct phoneme	about the stickers.	Begin to apply phonic				
	frequency words p141.	alternative pronunciations of 'i' p.142:	box: stick, fin, find, fish, child.		knowledge and skill when				
	Review alternative	childish, reminded, grinding, tinopener,			reading and spelling unfamiliar				
	pronunciation of 'i'.	mindmap, sticker.			words that are not completely				
					decodable.				
Wed	Recall all GPCs from phase	Teach alternative pronunciation of 'o' p136.	Practise spelling polysyllabic	Reading	1				
	2, 3 and 4 and so far in	Make cards for the following words: no, go,	words p149: focussed, opener,	sentences p142.	Read and spell phonically				
	Phase 5.	open, cold, both.	golden, mostly.	Don't open the	decodable two-syllable and				
	Practise reading high	Teach reading of polysyllabic words using		golden pot.	three-syllable words.				
	frequency words p141.	alternative pronunciations of 'o' p142:							
		golden, soldier, mostly, focusing.			Begin to read automatically the				
<u>Thu</u>	Recall all GPCs from phase	Teach alternative pronunciation of 'o' p136:	Practise spelling polysyllabic	Writing sentences	words in the list of 100 high				
	2, 3 and 4 and so far in	not, doctor, frost, hot.	words p149: polishing,	<u>p149.</u>	frequency words taught in				
	Phase 5.		following, hottest.	Is it hot or cold?	previous phases.				
	Practise reading high		-						
	frequency words p141 and				Begin to accurately spell most				
	spelling tricky words p148.				of the words in the list of 100				
Fri	Recall all GPCs from phase	Play Quick copy p138, using words with	Play Choose three right	Writing sentences	high frequency words.				
	2, 3 and 4 and so far in	newly learned graphemes: child, children,	answers p143.	<u>p149.</u>					
	Phase 5.	grind, miss, open, doctor.		When did the child	Form each letter correctly.				
	Practise reading high			go to the doctor?					
	frequency words p141 and								
	spelling tricky words p148.								

Dhace	E Wook 70:									
	Phase 5 Week 79: Objectives and criteria for success:									
	Alternative pronunciations for c and g p136.									
		phones and different pronunciations of graph	amos as thay are learned p136							
		with adjacent consonants and words with	entes as they are learned proof.							
	learned graphemes.		each reading the words who, beca	auso p141						
	spelling the words out, made,		Practise reading and spelling high f		2					
	se reading and spelling polysyl	llabic words p142 and p149	Practise reading sentences p142.		<u>.</u>					
Tractic	Revisit and Review	Teach	Practise	Apply	Assessment					
Mon	Recall all GPCs from	Teach reading high frequency words who,	Practise spelling polysyllabic	Reading sentences	Give the sound when					
	phase 2, 3 and 4 and so	because p141, using a mnemonic, such as	words p149: advice, cycle,	p142.	shown any grapheme					
	far in Phase 5.	'Betty eats carrots and uncle sucks eggs'.	successful, cellar.	The city is cold and icy.	that has been taught.					
	<u>Iai in Filase 5.</u>	Review pronunciation of 'c' as in cat, cold,	Successiul, cellal.	The city is cold and icy.	that has been taught.					
		crisp.			Begin to write some of					
		Teach alternative pronunciation of 'c' p136.			the common graphemes					
		Make cards for the following words: cell,			when given a sound.					
		city, acid, success. Play Countdown p138.			when given a sound.					
Tue	Recall all GPCs from	Teach reading polysyllabic words using	Practise spelling polysyllabic	Writing sentences p149.	Begin to apply phonic					
	phase 2, 3 and 4 and so	words with alternative pronunciations of 'c'	words p149: rice-cakes, cycle-	It's very icy in	knowledge and skill when					
	far in Phase 5.	p142: ice-bucket, central, December,	track, acidic, icicles.	December.	reading and spelling					
	Practise reading high	successful.			unfamiliar words that are					
	frequency words p141.				not completely					
Wed	Recall all GPCs from	Teach spelling tricky words out, made,	Practise spelling polysyllabic	Reading sentences	decodable.					
	phase 2, 3 and 4 and so	<u>came p148.</u>	words p149: gymnastics,	<u>p142.</u>						
	far in Phase 5.	Review pronunciation of 'g' as in goat, gold,	magician, gently, Gillian.	I don't have the energy	Read and spell phonically					
	Practise reading high	<u>get.</u>		to go to the gym.	decodable two-syllable					
	frequency words p141.	Teach alternative pronunciation of 'g' p136.			and three-syllable words					
		Play Countdown p138: gent, gem, magic,								
		ginger.			Begin to read					
<u>Thu</u>	Recall all GPCs from	Teach reading polysyllabic words using	Practise spelling polysyllabic	Writing sentences p149.	automatically the words					
	phase 2, 3 and 4 and so	words with alterative pronunciations of 'g'	words p149: gorilla, dagger,	There is danger ahead!	in the list of 100 high					
	far in Phase 5.	p142: magic, danger, energy.	dangerous, ginger.		frequency words taught in					
	Practise reading high				previous phases.					
	frequency words p141 and				Desire to accurately as all					
	spelling tricky words p148.				Begin to accurately spell					
<u>Fri</u>	Recall all GPCs from	Play Quick copy p138, using words with	Play Countdown p138, using	Writing sentences p149.	most of the words in the					
	phase 2, 3 and 4 and so	newly learned graphemes: advice, energy,	words from this week.	Can you give me some	list of 100 high frequency					
	far in Phase 5.	garage, coast.		advice?	words.					
	Practise reading high				Form each letter					
	frequency words p141 and				correctly.					
	spelling tricky words p148.				conectly.					

	Trimley St Mary Phonics								
	Phase Kettree k 108:								
	Objectives and criteria for success:								
	ative pronunciations for u and		and a state of the second state of the ACO						
		aphemes and different pronunciations of graph	emes as they are learned p136.						
	learned graphemes.	with adjacent consonants and words with	each reading the words again, dif	foront p141					
	spelling the words one, make		Practise reading and spelling high		0				
	se reading and spelling polysyl		Practise reading sentences p142.	frequency words p141/p14	<u>b.</u>				
Tacua	Revisit and Review	Teach	Practise Practise	Apply	Assessment				
Mon	Recall all GPCs from	Teach reading high frequency words again,	Practise spelling polysyllabic	Reading sentences	Give the sound when				
	phase 2, 3 and 4 and so	different p141.	words 149: pushchair, bullock,	p142.	shown any grapheme				
	far in Phase 5.	Review pronunciation of 'u' as in under,	pudding.	Put the pudding in the	that has been taught.				
		fun, but, sudden.	padanigi	pushchair.	that had been taag.th				
		Teach alternative pronunciation of 'u' p136.			Begin to write some of				
		Make cards for the following words: push,			the common graphemes				
		bull, pudding, put.			when given a sound.				
Tue	Recall all GPCs from	Teach alternative pronunciation of 'u' p136:	Practise spelling polysyllabic	Writing sentences p149.					
	phase 2, 3 and 4 and so	union, stupid, human, unicorn.	words 149: human, stupid,	This music is awful.	Begin to apply phonic				
	far in Phase 5.	Practise reading polysyllabic words using	unicorn.		knowledge and skill when				
	Practise reading high	words with alternative pronunciations of 'u'			reading and spelling				
	frequency words p141.	p142: union, stupid, human-being, unicorn.			unfamiliar words that are				
					not completely				
Wed	Recall all GPCs from	Teach alternative pronunciation of 'ow'	Practise spelling polysyllabic	Reading sentences	decodable.				
	phase 2, 3 and 4 and so	<u>p136.</u>	words 149: swallow, window,	<u>p142.</u>	Deed and an all sharing live				
	far in Phase 5.	Make cards for the following words: low,	grow-bag, lower.	The window is low.	Read and spell phonically decodable two-syllable				
	Practise reading high	grow, show, slow, bow.			and three-syllable words.				
	frequency words p141.				and three-synable words.				
Thu	Recall all GPCs from	Teach alternative pronunciation of 'ow'	Using a format similar to Best	Writing sentence p149.	Begin to read				
1110	phase 2, 3 and 4 and so	p136: frown, clown, down, town, brown.	bet p147, ask children to listen	Slow down!	automatically the words				
	far in Phase 5.	Teach reading of polysyllabic words using	to the words, write and sort	<u>eter domi</u>	in the list of 100 high				
	Practice reading high	alternative pronunciations of 'ow' p142:	them into the correct phoneme		frequency words taught in				
	frequency words p141 and	downtown, clowning, downstairs.	box: glow-worm, window,		previous phases.				
	spelling tricky words p148.		rowing-boat, downtown, how.						
Fri	Recall all GPCs from	Teach Homographs p143 with bow, bow.	Ask children to write two	Reading sentences	Begin to accurately spell				
	phase 2, 3 and 4 and so		sentences one for each	p142.	most of the words in the				
	far in Phase 5.		pronunciation of bow.	The window is brown.	list of 100 high frequency				
	Practice reading high				words.				
	frequency words p141 and								
	spelling tricky words p148.				Form each letter				
					correctly.				

Phase 5 Week 6:

Objectives and criteria for success:

Alternative pronunciations for i and o p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.

Practis	Practise reading and spelling words with adjacent consonants and words with								
newly	newly learned graphemes. Teach spelling the word when p148.								
Teach	Teach reading the words water, where, day p141. Practise reading and spelling high frequency words p141/p148.								
Practis	Practise reading and spelling polysyllabic words p142 and p149. Practise reading sentences p142.								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words: water, where, day p141. Teach alternative pronunciation of the letter 'i' p136. Make cards for the following words: fin, tin, milk, stick.	Practise spelling polysyllabic words p149: milkman, fishfingers, sticker.	Reading sontences p142 The child finds a stick.	Give the sound when shown any grapheme that has been taught. Begin to write some of the				
Tuo	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141. Review alternative pronunciation of 'i'.	Teach spelling the tricky word when p148. Teach alternative pronunciation of the letter 'i' p136: find, mind, child, remind. Teach reading of polysyllabic words using alternative pronunciations of 'i' p.142: childish, reminded, grinding, tinopener, mindmap, sticker.	Using a format similar to Bost bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: stick, fin, find, fish, child.	Writing sentences p149. He reminded me about the stickers.	common graphemes when given a sound. Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.				
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high efrequency words p141.	Teach alternative pronunciation of 'o' p136. Make cards for the following words: no, go, open, cold, both. Teach reading of polysyllabic words using alternative pronunciations of 'o' p142: golden, soldior, mostly, focusing.	Practise spelling polysyllabic words p149: focussed, opener, golden, mostly.	Reading sentences p142. Don't open the golden pot.	Read and spell phonically decodable two-syllable and three-syllable words. Begin to read automatically the				
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Teach alternative pronunciation of 'o' p136: not, doctor, frost, hot.	Practise spelling polysyllabic words p149: polishing, following, hottest.	Writing sentences p149. Is it hot or cold?	words in the list of 100 high frequency words taught in provious phases. Begin to accurately spell most of the words in the list of 100				
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Play Quick copy p138, using words with newly learned graphemes: child, children, grind, miss, open, doctor.	Play Choose three right answers p143.	Writing sentences p149. When did the child go to the doctor?	high frequency words. Form each letter correctly.				

PhaseXetRefs. 611: Objectives and offieria for success: Alternative pronunciations for is and eap 135. Practise reading and spelling words with adjacent consonants and words with newly learned traphemes. Teach reading the words ihough, anv, saw p141. Practise reading and spelling twords with adjacent consonants and words with newly learned traphemes. Teach reading the words ihough, anv, saw p141. Seven provide p142 and p149. Practise reading and spelling biolytical words p142 and p149. Practise reading sentences p142. Mon Recall all GPCs from base 2, 3 and 4 and so lar in Phase 5, Practise reading constraints to best lar in Phase 5, are and 4 and so far in Phase 5, are and a sentences p141. Teach reading think frequency words the line of the context biolowing words with atternative pronunciation of 1e's p136, practise reading not words with atternative pronunciation of 1e's p136, practise reading polysyllabic words p149, relief, fielding, practise reading polysyllabic words p149, relief, fielding, practise reading not words p141, practise reading polysyllabic words p149, headless, deadly, practise reading polysyllabic		Trimley St Mary Phonics								
Alternative pronunciations for is and ea p136. Practise reading and spelling works with adjacent consonants and works with mewV learned graphemes. Teach meading the words thought, any, saw p141. Teach spelling the word do. Practise reading and spelling high frequency words p142. Practise reading and spelling high trequency words p142. Practise reading spelling high trequency words p141. Readil all GPCs from phase 2, 3 and 4 and so far in Phase 5. Teach and so the words with adjacent provinciation of 'ie' p136. Practise spelling high trequency words that has been taught. The Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading polysyllabic words using when gives words p141. Practise spelling polysyllabic. Writing sentences p149. The Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading polysyllabic words using when gives words p141. Practise spelling polysyllabic words using when gives words p141. Wed Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Teach spelling trick words do p148. Reading sentences p149. The chief had a shield. Thu Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Teach spelling trick words do p148. Reading sentences p142. Read and spelling homoic words p141. The Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Teach spelling trick words do p141.										
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Image: Frequency words p141.p136. Make cards for the following words: head, dead, ready, bread, heaven.Homographs p143 read/read.Writing sentence p149. I put my head in the sea.Begin to read automatically the words in the list of 100 high frequency words p141 and spelling tricky words p148.Practise reading polysyllabic words using words with alternative pronunciations of 'ea': seaside, bead, headache, reading, heaven, feather.Homographs p143 read/read.Writing sentence p149. I put my head in the sea.Begin to read automatically the words in the list of 100 high frequency words p141 andFriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5.Play Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Recading sentences p142.Begin to accurately spell most of the words in the list of 100 high frequency words.FriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 andPlay Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Reading sentences p142.For breakfast I eat bread.Form each letter				ready, breakfast, instead,	He hurt his head.					
Image:						and three-syllable words.				
ThuRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.Practise reading polysyllabic words using words with alternative pronunciations of 'ea': seaside, bead, headache, reading, heaven, feather.Homographs p143 read/read.Writing sentence p149. Iput my head in the sea.automatically the words in the list of 100 high frequency words p141 and spelling tricky words p148.Practise reading polysyllabic words using words with alternative pronunciations of 'ea': seaside, bead, headache, reading, heaven, feather.Homographs p143 read/read.Writing sentence p149. Iput my head in the sea.automatically the words in the list of 100 high frequency words taught in previous phases.FriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 andPlay Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Reading sentences p142. For breakfast I eat bread.Form each letter		frequency words p141.				Denis to mend				
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frequency words p141 and spelling tricky words p148.Play Quick copy p138, using words with newly learned graphemes: shield, relief, far in Phase 5. Practice reading high frequency words p141 andUsing a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Reading sentences p142.most of the words in the list of 100 high frequency words.FriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 andPlay Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Reading sentences p142.most of the words in the list of 100 high frequency words.Form each letter					<u>36a.</u>					
spelling tricky words p148.Begin to accurately spellFriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 andPlay Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Reading sentences p142. For breakfast I eat bread.most of the words in the list of 100 high frequency words.FriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 andPlay Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads,Reading sentences p142. For breakfast I eat bread.Form each letter			houron, louilon							
Image: Phase 2, 3 and 4 and so far in Phase 5. newly learned graphemes: shield, relief, ready, bread, heaven, pie. bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads, p142. list of 100 high frequency words. Frequency words p141 and frequency words p141 and bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads, p142. For breakfast I eat bread.										
far in Phase 5. ready, bread, heaven, pie. to the words, write and sort them into the correct phoneme box: breakfast, feather, beads, For breakfast I eat words. frequency words p141 and for meach letter box breakfast, feather, beads, For meach letter	Fri	Recall all GPCs from	Play Quick copy p138, using words with	Using a format similar to Best	Reading sentences					
Practice reading high Item into the correct phoneme bread. frequency words p141 and box: breakfast, feather, beads, Form each letter										
frequency words p141 and box: breakfast, feather, beads, Form each letter			ready, bread, heaven, pie.			words.				
Todana, blandet land					bread.	Form cook letter				
Spelling tricky words p148. Sea, read, head. Contectly.										
		spelling tricky words p148.		sea, read, head.		correctly.				

	Trimley St Mary Phonics									
Phase	Phase Kettinetek 120:									
	Objectives and criteria for success:									
	Alternative pronunciations for er and ch p136.									
		phemes and different pronunciations of graph	emes as they are learned p136.							
		with adjacent consonants and words with	To a share d'a sub-survey de t	and the second state						
	learned graphemes.		Teach reading the words the		44/=440					
	spelling the words what, pleas reading and spelling polysyl		Practise reading and spelling Practise reading sentences	ng high frequency words p1	<u>41/p148.</u>					
FIACUS	Revisit and Review	Teach	Practise	Apply	Accoment					
Mare					Assessment					
<u>Mon</u>	Recall all GPCs from phase 2, 3 and 4 and so	Teach reading high frequency words through, eyes p141.	Practise spelling polysyllabic words 149: servant, jerky,	Reading sentences	Give the sound when shown any grapheme					
	far in Phase 5.	Review pronunciation of 'er' as in hammer,	herbal, sternum.	Put the herbs in a bigger	that has been taught.					
	Tal III Fliase J.	water, summer.	nerbai, sternum.	pan.	that has been taught.					
		Teach alternative pronunciation of 'er'		pan.	Begin to write some of					
		p136.			the common graphemes					
		Make cards for the words her, stern, herbs,			when given a sound.					
		jerk, servant, fern.			<u></u>					
Tue	Recall all GPCs from	Teach spelling tricky words what, please	Using a format similar to Best	Writing sentences p149.	Begin to apply phonic					
	phase 2, 3 and 4 and so	p148.	bet p147, ask children to listen	Oliver is bigger than her.	knowledge and skill when					
	far in Phase 5.	Teach reading polysyllabic words using	to the words, write and sort		reading and spelling					
	Practise reading high	words with alternative pronunciations of	them into the correct phoneme		unfamiliar words that are					
	frequency words p141.	'er': water, herbal, Oliver, servant, bigger,	box: herd, fern, hotter, letter.		not completely					
		farmer, letter.			decodable.					
<u>Wed</u>	Recall all GPCs from	Review pronunciation of 'ch' as in chip,	Practise spelling polysyllabic	Reading sentences						
	phase 2, 3 and 4 and so	chin, chops.	words p149: technical,	<u>p142.</u>	Read and spell phonically					
	far in Phase 5.	Teach alternative pronunciation of 'ch'	Christmas, schooling, Chloe.	Chris and Chloe go to	decodable two-syllable and three-syllable words.					
	Practice reading high frequency words p141 and	p136. Make cords for the words school, short		school.	and three-synaple words.					
	spelling tricky words p141 and	Make cards for the words school, chord, Chris, Chloe,			Begin to read					
Thu	Recall all GPCs from	Teach alternative pronunciation of 'ch'	Practise spelling polysyllabic	Writing sentence p149.	automatically the words					
<u>-111u</u>	phase 2, 3 and 4 and so	p136 as in chef, machine.	words p149: Charlotte,	Charlotte is a chef.	in the list of 100 high					
	far in Phase 5.	Practise reading polysyllabic words using	machine, brochure.	Chanotte is a crief.	frequency words taught in					
	Practice reading high	words with alternative pronunciations of			previous phases.					
	frequency words p141 and	'ch': chef, Charlotte, machine, chalet,								
	spelling tricky words p148.	brochure.			Begin to accurately spell					
Fri	Recall all GPCs from	Play Quick copy p138, using words with	Using a format similar to Best	Reading sentences	most of the words in the					
	phase 2, 3 and 4 and so	newly learned graphemes: school,	bet p147, ask children to listen	<u>p142.</u>	list of 100 high frequency					
	far in Phase 5.	machine, chord, fern, bigger, herb, water.	to the words, write and sort	Charlotte and Chris go	words.					
	Practice reading high		them into the correct phoneme	to church.	Form cock latter					
	frequency words p141 and		box for each of the 'ch'		Form each letter					
	spelling tricky words p148.		phonemes: chord, chalet,		<u>correctly.</u>					
			machine, school.							

Phase 5 Week 7:

Objectives and criteria for success: Alternative pronunciations for c and g p136.

Practis	e recognition and recall of gra	phemes and different pronunciations of graph	emes as they are learned p136.						
Practis	e reading and spelling words	with adjacent consonants and words with	· · · · · · · · · · · · · · · · · · ·						
newly-	newly learned graphemes. Teach reading the words who, because p141.								
Teach	spelling the words out, made,	came. F	Practise reading and spelling high	frequency words p141/p148	}.				
Practis	Practise reading sentences p142.								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words who, because p141, using a mnemonic, such as 'Betty eats carrots and uncle sucks eggs'. Review pronunciation of 'c' as in cat, cold, crisp. Teach alternative pronunciation of 'c' p136. Make cards for the following words: cell,	Practise spelling polysyllabic words p149: advice, cycle, successful, cellar.	Reading sontences p142. The city is cold and icy.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.				
Tuo	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	city, acid, success. Play Countdown p138. Teach reading polysyllabic words using words with alternative pronunciations of 'c' p142: ice-bucket, central, December, successful.	Practise spelling polysyllabic words p149: rice-cakes, cycle- track, acidic, icicles.	Writing sentences p149. It's very icy in December.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely				
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky words out, made, came p148. Review pronunciation of 'g' as in goat, gold, get. Teach alternative pronunciation of 'g' p136. Play Countdown p138: gent, gem, magic, ginger.	Practise spelling polysyllabic words p149: gymnastics, magician, gently, Gillian.	Reading sontences p142. I don't have the energy to go to the gym.	decodable. Read and spell phonically decodable two-syllable and three-syllable words Begin to read				
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and	Teach reading polysyllabic words using words with alterative pronunciations of 'g' p142: magic, danger, energy.	Practise spelling polysyllabic words p149: gorilla, dagger, dangerous, ginger.	Writing sontences p149. There is danger ahead!	automatically the words in the list of 100 high frequency words taught in provious phases.				
Fri	spelling tricky words p148. Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141 and spelling tricky words p148.	Play Quick copy p138, using words with newly learned graphomes: advice, energy, garage, coast.	Play Countdown p138, using words from this wook.	Writing sentences p149. Can you give me some advice?	Begin to accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.				

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Object Alterna	Phase Yeak 24 134: Objectives and criteria for success: Alternative pronunciations for a p136								
Practis	e reading and spelling words	phemes and different pronunciations of graph with adjacent consonants and words with							
Teach	learned graphemes. spelling the word little. e reading and spelling polysyl		each reading the words work, frie Practise reading and spelling high Practise reading sentences p142.		<u>3.</u>				
1 14013	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'a' sound in hat, man, tag.	Teach reading high frequency words work, friends p141. Review pronunciation of 'a' as in fat, cat, pan. Teach alternative pronunciation of 'a' p136. Make cards for the words fast, path, pass, last, past, mast (this will depend on regional accents).	Practise spelling polysyllabic words 149: footpath, password, faster.	Reading sentences p142. Pass the branch to father	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.				
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative pronunciation of 'a' p136. Practise reading polysyllabic words using words with alternative pronunciations of 'a': acorn, bacon, angel, native, Amy, baby.	Practise spelling polysyllabic words p149: apricot, apron, native, basic.	Writing sentences p149. <u>I have an apron at work.</u>	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely				
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky word little p148. Teach alternative pronunciation of 'a' p136. Make cards for watch, what, wasp, squash, squad, wash. The rule is that an 'a' after a 'w' or 'qu' is usually pronounced like 'o' in hot. This is covered in more depth in Phase 6.	Practise spelling words want, wander, squad, wallet, watch, wasp.	Reading sentences p142. My friends watch a little TV.	decodable. Read and spell phonically decodable two-syllable and three-syllable words. Begin to read				
<u>Thu</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, but adapt to look for different pronunciations of 'a'. Compile lists of different pronunciations.	Play Best bet p147, using words collected from Phoneme spotter game.	Writing sentences p149. Squash the acorn.	automatically the words in the list of 100 high frequency words taught in previous phases. Begin to accurately spell				
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach Homographs p143.	Writing sentences using the homographs learnt. Robin had a bow and arrow. On my gift there was a red bow.	Reading sentences p142. The little girl went on the footpath.	most of the words in the list of 100 high frequency words.				

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	Phase Ketter k 124:								
	Objectives and criteria for success:								
	ative pronunciations for y p136								
		phemes and different pronunciations of graph	emes as they are learned p136.						
		with adjacent consonants and words with	The set of a floor the second of						
	learned graphemes.		Teach reading the words m						
	e reading and spelling high from the reading sentences p142.	equency words p141/p148.	Practise reading and spelling	ng polysyllabic words p142	and p149.				
110013	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from	Teach reading high frequency words	Practise spelling polysyllabic	Reading sentences	Give the sound when				
INION	phase 2, 3 and 4 and so	mouse, once, put p141 and tricky word	words p149: reply, spying,	p142.	shown any grapheme				
	far in Phase 5.	could p140.	frying.	I fly in the sky.	that has been taught.				
		Review pronunciation of 'y' as in yes, yet,							
	-	you.			For any sound given,				
		Teach alternative pronunciation of 'y' p153.			write the common				
		Make cards for the words by, my, spy, sky,			graphemes.				
		reply, fry.							
Tue	Recall all GPCs from	Teach alternative pronunciation of 'y' p153.	Using a format similar to Best	Writing sentences p149.	Apply phonic knowledge				
	phase 2, 3 and 4 and so	Where 'y' at the end of a two-syllable word	bet p147, ask children to listen	Billy and Molly are	and skill as the prime				
	far in Phase 5.	is usually pronounced like 'ee' in tree.	to the words, then write and	happy.	approach to reading and				
	Practise reading high	Practise reading polysyllabic words using	sort them into the correct		spelling unfamiliar words				
	frequency words p141.	words with alternative pronunciations of 'y':	phoneme box for the two 'y'		that are not completely				
		happy, very, funny, merry, crunchy.	sounds.		decidable.				
Wed	Recall all GPCs from	Practise spelling tricky words from p194.	Practise spelling polysyllabic	Reading sentences					
	phase 2, 3 and 4 and so	Teach alternative pronunciation of 'y' p152.	words p149: Egypt, pyramid,	<u>p142.</u>	Be able to blend and				
	far in Phase 5.	Make cards for the words gym, crystal,	<u>mystery.</u>	The pyramids are in	segment in order to read				
	Practise reading high	<u>cygnet.</u>		Egypt.	CVC words.				
Thu	frequency words p141. Recall all GPCs from	Play Phoneme spotter p145, but adapt to	Play Best bet p147, using	Writing sentence p149.	Read and spell phonically				
<u>1110</u>	phase 2, 3 and 4 and so	look for different pronunciations of 'y'.	words collected from Phoneme	Jimmy goes to the gym.	decidable two-syllable				
	far in Phase 5.	Compile lists of different pronunciations.	spotter game.	diffinity goes to the gyffi.	and three-syllable words.				
	Practice reading high	Completion of amorent pronunciations.	opertor guine.						
	frequency words p141 and				Read automatically all the				
	spelling tricky words p148.				words in the list of 100				
Fri	Recall all GPCs from	Play Choosing three right answers p143.	Play Quickwrite words (Phase	Reading sentences	high frequency words.				
	phase 2, 3 and 4 and so		4 p117) with words from this	p142.	Accurately spell most of				
	far in Phase 5.		week.	l do gymnastics every	the words in the list of				
	Practice reading high			week.	100 high frequency				
	frequency words p141 and				words.				
	spelling tricky words p148.								
					Form letters correctly.				

Phase 5 Week 8:

Objectives and criteria for success:

Alternative pronunciations for u and ow p136, p153.

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.

Practic	se reading and spelling words	with adjacent consonants and words with			
	learned graphemes.		Feach reading the words again, dif		
	spelling the words one, make	, here.	Practise reading and spelling high	frequency words p141/p14	8.
Practic	se reading and spelling polysy		Practise reading sentences p142.		-
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words again, different p141. Review pronunciation of 'u' as in under, fun, but, sudden. Teach alternative pronunciation of 'u' p136. Make cards for the following words: push, bull, pudding, put.	Practise spelling polysyllabic words 149: pushchair, bullock, pudding.	Reading sentences p142. Put the pudding in the pushchair.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative pronunciation of 'u' p136: union, stupid, human, unicorn. Practise reading polysyllabic words using words with alternative pronunciations of 'u' p142: union, stupid, human-being, unicorn.	Practise spelling polysyllabic words 149: human, stupid, unicorn.	Writing sentences p149. This music is awful.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative pronunciation of 'ow' p136. Make cards for the following words: low, grow, show, slow, bow.	Practise spelling polysyllabic words 149: swallow, window, grow-bag, lower.	Reading sentences p142. The window is low.	decodable. Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Teach alternative pronunciation of 'ow' p136: frown, clown, down, town, brown. Teach reading of polysyllabic words using alternative pronunciations of 'ow' p142: downtown, clowning, downstairs.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: glow-worm, window, rowing-boat, downtown, how.	Writing sentence p149. Slow down!	Begin to read automatically the words in the list of 100 high frequency words taught in provious phases.
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Teach Homographs p143 with bow, bow.	Ask children to write two sentences one for each pronunciation of bow.	Reading sentences p142. The window is brown.	Begin to accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

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Object Alterna Practis Practis newly	Phase Yet Webk 153: Objectives and criteria for success: Alternative pronunciations for ou p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words many, good, away p141. Practise reading and spelling high frequency words p141/p148.								
	se reading and spelling polysyl		Practise reading sentences p142		10.				
<u>i raoue</u>	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words many, good, away p141. Review pronunciation of 'ou' as in out, about, cloud, sound. Teach alternative pronunciation of 'ou' p136. Make cards for the words you, soup, group.	Practise spelling 'ou' words: you, soup, group, troupe.	Make up as many sentences as possible with these words.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.				
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative pronunciation of 'ou' p136; 'oh you lucky duck' mnemonic. Read could, would, should.	Practise spelling could, couldn't, would, wouldn't, should, shouldn't. Briefly explain the apostrophe.	Writing sentences p149. You shouldn't do that!	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.				
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Practise spelling tricky words from p194. Teach alternative pronunciation of 'ou' p136: mould, shoulder, boulder.	Practise spelling mould, shoulder, boulder.	Reading sentences p142. There are too many boulders.	Be able to blend and segment in order to read CVC words. Read and spell phonically				
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, but adapt to look for different pronunciations of 'ou'. Compile lists of different pronunciations.	Play Best bet p147, using words collected from Phoneme spotter game and adapt to putting different pronunciations of the same spelling into different boxes.	Writing sentence p149. Could I have some soup?	decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words. Accurately spell most of				
<u>Fri</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading HFW p141 and spelling p148.	Practise reading of polysyllabic words: shoulder-bag, couldn't, soup-bowl, housework, countdown.	Practise spelling rounders, grouping, countdown, wouldn't, outsider.	Reading sentences p142. Could I eat some soup?	the words in the list of 100 high frequency words. Form letters correctly.				

Wed Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141. Practise spelling tricky words from p194. Review pronunciation of 'ey' as in key, money. Practise spelling polysyllabic words p149: surveying, obeyed, greyish. Reading sentence p142. They must obey the teacher. that are not completely decidable Thu Recall all GPCs from Practise reading polysyllabic words using Using a format similar to Best Writing sentence p149. that are not completely decidable	Trimley St Mary Phonics										
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phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.words with alternative pronunciations of 'e' as in donkey, greyish, obeyed, honey, surveyor.bet p147, ask children to listen to the words, write and sort them into the correct phoneme box for the two 'e' and 'ey' sounds.The monkey likes honey.Read and spell phonicall decidable two-syllable and three-syllable words Read automatically all th words in the list of 100 high frequency words p141 and spelling tricky words p141.Words with alternative pronunciations of 'e' as in donkey, greyish, obeyed, honey, surveyor.Image: The monkey likes honey.Read and spell phonicall decidable two-syllable and three-syllable wordsFriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p141.Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different sounds.Read automatically all th words in the list of 100 high frequency words.Accurately spell most of the words p141 and spelling tricky words p148.Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different to identify an example of the same spellings with different 100 high frequency words.Read automatically all th words in the list of 100 high frequency words.	Thu	Recall all GPCs from		Using a format similar to Best	Writing sentence p149						
far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.as in donkey, greyish, obeyed, honey, surveyor.to the words, write and sort them into the correct phoneme box for the two 'e' and 'ey' sounds.honey.decidable two-syllable and three-syllable words in the list of 100 high frequency words p141 and spelling tricky words p148.FriRecall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p141.Use today's sessions to assess children's understanding of different pronunciations of the same spelling. Use a Phoneme spotter story and ask them to identify an example of the same spellings with different sounds.Accurately spell most of the words in the list of 100 high frequency words.Practice reading high frequency words p141 and spelling tricky words p148.Use today's sessions to assess children's understanding of different pronunciations of the same spelling. Words in the list of 100 high frequency words.Accurately spell most of the words in the list of 100 high frequency words.						Read and spell phonically					
Practice reading high frequency words p141 and spelling tricky words p148. surveyor. them into the correct phoneme box for the two 'e' and 'ey' sounds. and three-syllable words Fri Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different sounds. Multiple words in the list of 100 high frequency words. Practice reading high frequency words p141 and spelling tricky words p141. Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different to identify an example of the same spellings with different to 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words.											
spelling tricky words p148. sounds. read automatically and model Fri Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different sounds. words in the list of 100 high frequency words. Practice reading high frequency words p141 and spelling tricky words p148. Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different to identify an example of the same spellings with different to the words in the list of 100 high frequency words.						and three-syllable words.					
Spelling tricky words p148. Sounds. words in the list of 100 Fri Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different sounds. Words in the list of 100 Practice reading high frequency words p141 and spelling tricky words p141. Use today's sessions to assess children's understanding of different pronunciations of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the same spellings with different to identify an example of the words in the list of 100 high frequency words. Accurately spell most of the words p141 and spelling tricky words p148. Image: the words in the list of 100 high frequency words.						Read automatically all the					
Fri Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148. Use today's sessions to assess children's understanding of different pronunciations of the same spelling. Use a Phoneme spotter story and ask them to identify an example of the same spellings with different sounds. high frequency words.											
phase 2, 3 and 4 and so Use a Phoneme spotter story and ask them to identify an example of the same spellings with different far in Phase 5. Practice reading high prequency words p141 and spelling tricky words p148.	<u>Fri</u>										
Practice reading high the words in the list of frequency words p141 and 100 high frequency spelling tricky words p148. words.											
frequency words p141 and spelling tricky words p148. 100 high frequency words.											
spelling tricky words p148. words.											
Form letters correctly.											
						Form letters correctly.					

Phase 5 Week 9:

Objectives and criteria for success: Alternative pronunciations for ie and ea p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with

newly learned graphemes. Teach reading the words thought, any, saw p141.										
Teach reading the words thought, any, saw p141. Teach spelling the word do. Practise reading and spelling high frequency words p141/p148.										
Practise reading and spelling polysyllabic words p142 and p149. Practise reading sentences p142.										
Traotic	Revisit and Review	Teach	Practise	Apply	Assessment					
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words thought, any, saw p141. Review pronunciation of 'ie' as in pie, lie, tie. Teach alternative pronunciation of 'ie' p136. Make cards for the following words: chief field, thief, yield, shield.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: yield, belief, chief.	Reading sontences p142. The priest is in the field.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.					
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Practise reading polysyllabic words using words with alternative pronunciations of 'ie': relief, fielder, priesthood, replied, denied.	Practise spelling polysyllabic words p149: roliof, fielding, chiefly, replied, denied.	Writing sentences p149. The chief had a shield.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.					
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky words do p148. Review pronunciation of 'ea' as in peach, bead. Teach alternative pronunciation of 'ea' p136. Make cards for the following words: head, dead, ready, bread, heaven.	Practise spelling polysyllabic words p149: headless, deadly, ready, breakfast, instead,	Reading sentences p142. He hurt his head.	Read and spell phonically decodable two-syllable and three-syllable words. Begin to read					
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Practise reading polysyllabic words using words with alternative pronunciations of 'ea': seaside, bead, headache, reading, heaven, feather.	Homographs p143 read/road.	Writing sontence p149. I put my head in the sea.	automatically the words in the list of 100 high frequency words taught in previous phases. Begin to accurately spell					
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Quick copy p138, using words with newly learned graphemes: shield, relief, ready, bread, heaven, pie.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: breakfast, feather, beads, sea, read, head.	Reading sentences p142. For breakfast I eat bread.	most of the words in the list of 100 high frequency words. Form each letter correctly.					
<u>Year 1</u>

Phase	5 Week 15:				
	ives and criteria for success:				
Alterna	tive spellings for ch and j.				
		phemes and different pronunciations of graph	emes as they are learned p136.		
Practis	e reading and spelling words	with adjacent consonants and words with			
	earned graphemes.		each reading and spelling the wor	ds oh, how, did, man p141/	/ p148.
Practis	e reading and spelling high fro	equency words p141/p148.	Practise reading and spelling polys	yllabic words p142 and p14	9.
Practis	e reading sentences p142.		Practise writing sentences p149.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach spelling high frequency words oh,	Practise spelling polysyllabic	Reading sentences p142.	Give the sound when
	phase 2, 3 and 4 and so	how, did, man p148.	words p149: stitches,	Will you fetch the	shown any grapheme
	far in Phase 5.	Review spelling of 'ch' phoneme as in chip,	matchmaker, scratching.	children?	that has been taught.
	Practise reading and	chin, rich.			
	spelling high frequency	Teach alternative spelling of 'ch', 'tch'			For any sound given,
	words.	p154. Explain that this only goes in the			write the common
		middle or at the end of a word, not at the			graphemes.
		beginning. Practise blending for reading:			Apply phonic knowledge
		catch, pitch, fetch, notch, ditch, kitchen.			and skill as the prime
Tue	Recall all GPCs from	Teach alternative spelling of 'ch' = 't' p154.	Practise spelling polysyllabic	Writing sentences p149.	approach to reading and
	phase 2, 3 and 4 and so	Blending for reading p134: picture,	words p149: picture, nature,	Take a picture of the	spelling unfamiliar words
	far in Phase 5.	creature, future, mixture, nature, capture.	future.	rich man in his kitchen.	that are not completely
Wed	Recall all GPCs from	Practise spelling tricky words from p194.	Best bet p147, following	Rhyming word	decidable.
	phase 2, 3 and 4 and so	Phoneme spotter 'ch' p145.	Phoneme spotter.	generation p146: rich,	
	far in Phase 5.			ditch.	Be able to blend and
	Practise reading tricky				segment in order to read
	words p141				CVC words.
Thu	Recall all GPCs from	Review spelling of 'j' as in jet, jaguar, Jim.	Practise spelling polysyllabic	Writing sentences p149.	Read and spell phonically
	phase 2, 3 and 4 and so	Teach alternative spelling of 'j', 'dge' p154.	words p149: dodging, badger,	The badger is in the	decidable two-syllable
	far in Phase 5.	Explain that this only goes in the middle or	hedges, lodger.	hedge.	and three-syllable words.
	Practise reading tricky	at the end of a word, not at the beginning.			
	words p141	Practise blending for reading: fudge, sledge, badger, ledge, ledge, pedgy.			Read automatically all the
E.S.	Beegli ell CDCe from	Sleage, badger, leage, leage, podgy. Teach alternative spelling of 'i'. 'g' p154:	Dhonomo onottor n145 ⁽ⁱ⁾	Doot bot p147	words in the list of 100
<u>Fri</u>	Recall all GPCs from phase 2, 3 and 4 and so	avm. aentle. aem.	Phoneme spotter p145 'j'.	Best bet p147.	high frequency words.
	pnase 2, 3 and 4 and so far in Phase 5. Practise	yym, gende, gem.			Accurately spell most of
	spelling high frequency				the words in the list of
	words p148.				the words in the list of 100 high frequency
	wordo p140.				words.
	© L C P 2007 Copies may be made wi	thin the purchasing institution only	74		Form each letter
					correctly.

	Triffiey St Wary Photnes				
Phase	CWeek 17:				
Phase	5 Week 15:				
	ives and criteria for success:				
	ative spellings for ch and j.				
		phemes and different pronunciations of graph	emes as they are learned n136		
		with adjacent consonants and words with	entes as they are learned proof.		
	learned graphemes.		each reading and spelling the wor	ds ob how did man n1/1/	n148
	e reading and spelling high fre		Practise reading and spelling polys		
	e reading sentences p142.		Practise writing sentences p149.		<u>3.</u>
110000	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach spelling high frequency words oh,	Practise spelling polysyllabic	Reading sentences p142.	Give the sound when
	phase 2, 3 and 4 and so	how, did, man p148.	words p149: stitches,	Will you fetch the	shown any grapheme
	far in Phase 5.	Review spelling of 'ch' phoneme as in chip,	matchmaker, scratching.	children?	that has been taught.
	Practise reading and	chin. rich.	materimater, coratorning.		that has been tadgitt.
	spelling high frequency	Teach alternative spelling of 'ch', 'tch'			For any sound given,
	words.	p154. Explain that this only goes in the			write the common
	words.	middle or at the end of a word, not at the			graphemes.
		beginning. Practise blending for reading:			
		catch, pitch, fetch, notch, ditch, kitchen.			Apply phonic knowledge
Tue	Recall all GPCs from	Teach alternative spelling of 'ch' = 't' $p154$.	Practise spelling polysyllabic	Writing sentences p149.	and skill as the prime
Tue	phase 2, 3 and 4 and so	Blending for reading p134: picture,	words p149: picture, nature,	Take a picture of the	approach to reading and
	far in Phase 5.	creature, future, mixture, nature, capture.	future.	rich man in his kitchen.	spelling unfamiliar words
Wed	Recall all GPCs from	Practise spelling tricky words from p194.	Best bet p147, following	Rhyming word	that are not completely
weu	phase 2, 3 and 4 and so	Phoneme spotter 'ch' p145.	Phoneme spotter.	generation p146: rich,	decidable.
	far in Phase 5.	Flidheline spotter on p145.	Filoheme spotter.	ditch.	Be able to blend and
	Practise reading tricky			ditori.	segment in order to read
	words p141				CVC words.
Thu	Recall all GPCs from	Review spelling of 'j' as in jet, jaguar, Jim.	Practise spelling polysyllabic	Writing sentences p149.	
<u>-111u</u>	phase 2, 3 and 4 and so	Teach alternative spelling of 'j', 'dge' p154.	words p149: dodging, badger,	The badger is in the	Read and spell phonically
	far in Phase 5.	Explain that this only goes in the middle or	hedges, lodger.	hedge.	decidable two-syllable
	Practise reading tricky	at the end of a word, not at the beginning.	nedges, lodger.	neuge.	and three-syllable words.
	words p141	Practise blending for reading: fudge,			
	<u>worus p141</u>	sledge, badger, ledge, lodge, podgy.			Read automatically all the
Fri	Recall all GPCs from	Teach alternative spelling of 'j', 'g' p154:	Phoneme spotter p145 'j'.	Best bet p147.	words in the list of 100
<u></u>	phase 2, 3 and 4 and so	gym, gentle, gem.	<u>i noneme spouer p145 j.</u>	Dest bet p147.	high frequency words.
	far in Phase 5. Practise	gym, gende, gem.			Accurately spell most of
	spelling high frequency				the words in the list of
	words p148.				100 high frequency
	<u>worus p140.</u>				words.
					worus.
					Form each letter
					correctly.
L					

<u>Year 1</u>

Object Alterna Practia Practia newly Teach	5 Week 10: tives and criteria for success: ative pronunciations for er and se recegnition and recall of gra se reading and spelling words- learned graphemes. spelling the words what, plear se reading and spelling polysy	phomes and different pronunciations of graph with adjacent consonants and words with co.	Teach reading the words the	ng high frequency words p1	41/p148.
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words through, eyes p141. Review pronunciation of 'er' as in hammer, water, summer. Teach alternative pronunciation of 'er' p136. Make cards for the words her, stern, herbs, jerk, servant, fern.	Practise spelling polysyllabic words 149: servant, jerky, herbal, sternum.	Reading sentences p142. Put the herbs in a bigger pan.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky words what, please p148. Teach reading polysyllabic words using words with alternative pronunciations of 'er': water, horbal, Olivor, servant, bigger, farmer, lotter.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: herd, fern, hotter, letter.	Writing sontences p149. Oliver is bigger than her.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Review pronunciation of 'ch' as in chip, chin, chops. Teach alternative pronunciation of 'ch' p136. Make cards for the words school, chord, Chris. Chloo.	Practise spelling polysyllabic words p149: technical, Christmas, schooling, Chloe.	Reading sontences p142. Chris and Chloe go to school.	Read and spell phonically decodable two-syllable and three-syllable words. Begin to road
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Teach alternative pronunciation of 'ch' p136-as in chef, machine. Practise reading polysyllabic words using words with alternative pronunciations of 'ch': chef, Charlotte, machine, chalot, brochure.	Practise spelling polysyllabic words p149: Charlotte, machine, brochure.	Writing sentence p149. Charlotte is a chof.	automatically the words in the list of 100 high frequency words taught in previous phases. Begin to accurately spell
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Quick copy p138, using words with newly learned graphemes: school, machine, chord, fern, bigger, herb, water.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box for each of the 'ch' phonemes: chord, chalet, machine, school.	Reading sentences p142. Charlotte and Chris go to church.	mest of the words in the list of 100 high frequency words. Form each letter correctly.

	Trimley St Mary Phonics				
Object Alterna Practis Practis newly	se reading and spelling words learned graphemes.	phemes and different pronunciations of graph- with adjacent consonants and words with			
	spelling the words their, going se reading and spelling polysy		Practise reading and spelling hig Practise reading sentences p14		<u>148.</u>
FIACUS	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach spelling high frequency words their, going p148. Review spelling of 'n' as in net, span, need. Teach alternative spelling of 'n' = 'gn' p154. Blending for reading: gnat, gnaw, sign, resign, gnome.	Practise spelling polysyllabic words p149: gnawing, resigned, sign-language.	Reading sentences p142. The gnome resigned from his job.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative spelling of 'n' = 'kn' p154. Explain that this spelling is always at the start of a word. Blending for reading: knit, knob, knew, knife, knock.	Practise spelling polysyllabic words p149: knitting, knocking, knife-block.	Writing sentence p149. I was knitting and there was a knock at the door.	graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Practise reading high frequency words p141. Phoneme spotter p145 'n'.	Best bet p147 'n'.	Reading sentences p142. Read the sign.	that are not completely decidable. Be able to blend and segment in order to read CVC words.
<u>Thu</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Review spelling of 'r' as in rat, rubbish. Teach alternative spelling of 'r' = 'wr' p154. Explain that this spelling is always at the start of a word. Blending for reading: wrap, wrong, wrote, wry, written.	Practise spelling polysyllabic words p149: wretched, wrenching, wrongly.	<u>Best bet p147 'r'.</u>	Read and spell phonically decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100
<u>Fri</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Review spelling of 'm' as in mat, miss, me. Teach alternative spelling of 'm' = 'mb' p154. Explain that this spelling is always at the end of a word. Blending for reading: lamb, bomb, thumb, comb, climb, numb.	Practise spelling polysyllabic words p149: bomber, combing, lamb-chops.	Phoneme spotter p145 'm'.	high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form letters correctly.

Phase 5 Week 11:

Objectives and criteria for success: Alternative pronunciations for a p136

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with

FIGUIR	se reading and spelling polysy		Practise reading sentences p142.	Arrish	A
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'a' sound in hat, man, tag.	Teach reading high frequency words work, friends p141. Review pronunciation of 'a' as in fat, cat, pan, Teach alternative pronunciation of 'a' p136. Make cards for the words fast, path, pass, last, past, mast (this will depend on regional accents).	Practise spelling polysyllabic words 149: footpath, password, fastor.	Reading sentences p142. Pass the branch to father	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative pronunciation of 'a' p136. Practise reading polysyllabic words using words with alternative pronunciations of 'a': acorn, bacon, angel, native, Amy, baby.	Practise spelling polysyllabic words p149: apricot, apron, native, basic.	Writing sontonces p149. Have an apron at work.	Bogin to apply phonic knowledge and skill whe reading and spelling unfamiliar words that are not completely
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach spelling tricky word little p148. Teach alternative pronunciation of 'a' p136. Make cards for watch, what, wasp, squash, squad, wash. The rule is that an 'a' after a 'w' or 'qu' is usually pronounced like 'o' in hot. This is covered in more depth in Phase 6.	Practise spelling words want, wander, squad, wallet, watch, wasp.	Reading sentences p142. My friends watch a little TV.	decodable. Read and spell phonical decodable two-syllable and three-syllable words Begin to read
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, but adapt to look for different pronunciations of 'a'. Compile lists of different pronunciations.	Play Best bet p147, using words collected from Phoneme spotter game.	Writing sentences p149. Squash the acorn.	automatically the words in the list of 100 high frequency words taught- previous phases. Begin to accurately spel
Eri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Teach Homographs p143.	Writing sentences using the homographs the children have just learned. Rebin had a bow and arrow. On my gift there was a red bow.	Reading sentences p142. The little girl wont on the footpath.	most of the words in the list of 100 high frequenc: words. Form each letter correctly.

Alternative pronunciations for y p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with

newly learned graphemes.

Practise reading and spelling high frequency words p141/p148.

Teach reading the words mouse, once, put, could p141. Practise reading and spelling polysyllabic words p142 and p149.

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Practic	se reading sentences p142.				
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. 7	Teach reading high frequency words mouse, once, put p141 and tricky word could p140. Review pronunciation of 'y' as in yes, yet, you. Teach alternative pronunciation of 'y' p153. Make cards for the words by, my, spy, sky, reply, fry.	Practise spelling polysyllabic words p149: reply, spying, frying.	Reading sontences p142. I fly in the sky.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Tepp; rry: Teach alternative pronunciation of 'y' p153. Where 'y' at the end of a two-syllable word is usually pronounced like 'ee' in tree. Practise reading polysyllabic words using words with alternative pronunciations of 'y': happy, very, funny, merry, crunchy.	Using a format similar to Best bet p147, ask children to listen to the words, then write and sort them into the correct phoneme box for the two 'y' sounds.	Writing sentences p149. Billy and Molly are happy.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Practise spelling tricky words from p194. Teach alternative pronunciation of 'y' p152. Make cards for the words gym, crystal, cygnet.	Practise spelling polysyllabic words p149: Egypt, pyramid, mystory.	Reading sentences p142. The pyramids are in Egypt.	Be able to blend and segment in order to read CVC words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, but adapt to look for different pronunciations of 'y'. Compile lists of different pronunciations.	Play Best bet p147, using words-collected from Phoneme spotter game.	Writing sontonce p149. Jimmy goes to the gym.	Read and spell phonically decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Choosing three right answers p143.	Play Quickwrite words (Phase 4 p117) with words from this woek.	Reading sentences p142. I do gymnastics every week.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Phase 5 Week 13:

Objectives and criteria for success:

Alternative pronunciations for ou p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words many, good, away p141. Practise reading and spelling words reading and spelling higher productions of graphemes. Practise reading and spelling high frequency words p141/p148. Practise reading sentences p142.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words many, good, away p141. Review pronunciation of 'ou' as in out, about, cloud, sound. Teach alternative pronunciation of 'ou'	Practise spelling 'ou' words: you, soup, group, troupe.	Make up as many sentences as possible with these words.	Give the sound when shown any graphome that has been taught. For any sound given, write the common
<u>_</u>		p136. Make cards for the words you, soup, group.			graphemes.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Teach alternative pronunciation of 'ou' p136; 'oh you lucky duck' mnemonic. Read could, would, should.	Practise spelling could, couldn't, would, wouldn't, should, shouldn't. Briefly explain the apostrophe.	Writing sentences p149. You shouldn't do that!	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Practise spelling tricky words from p194. Teach alternative pronunciation of 'ou' p136: mould, shoulder, boulder.	Practise spelling mould, shoulder, boulder.	Reading centences p142. There are too many boulders.	Be able to blend and segment in order to read CVC words. Read and spell phonically
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, but adapt to look for different pronunciations of 'ou'. Compile lists of different pronunciations.	Play Bost bet p147, using words collected from Phoneme spotter game and adapt to putting different pronunciations of the same spelling into different boxos.	Writing sentence p149. Could I have some soup?	decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words. Accurately spell most of
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practice reading high frequency words p141 and spelling tricky words p148.	Practise reading of polysyllabic words: shoulder-bag, couldn't, soup-bowl, housework, countdown.	Practise spelling rounders, grouping, countdown, wouldn't, outsider.	Reading sentences p142. Could I eat some soup?	the words in the list of 100 high frequency words. Form each letter correctly.

Alternative pronunciations for e and ey p152–3.
Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.

Practice reading and spelling words with adjacent consonants and words with newly learned graphemes.

	Tuono	e reading and opening norde	with adjustent consentants and words with				
newly learned graphemes.				Teach reading the words laughed, want, over p141.			
	Practise reading and spelling high frequency words p141/p148.			Practise reading and spelling polysyllabic words p142 and p149.			
Practise reading sentences p142. Practise writing sentences p149.							
		Revisit and Review	Teach	Practise	Apply	Assessment	

Man	Recall all GPCs from	Tooob rooding bigh froquenou words	Proctice enalling polyoy/lable	Deading contance =140	Give the sound when
Mon	phase 2. 3 and 4 and so	Teach reading high frequency words	Practise spelling polysyllabic	Reading sentence p142.	
		laughed, want, over p141.	words p149: recent, decent,	He is a decent man.	shown any grapheme
	far in Phase 5.	Review pronunciation of 'e' as in bod, net,	region.		that has been taught.
		best.			For any sound given,
		Teach alternative pronunciation of 'e' p153.			write the common
-		Make cards for he, she, be, we, me.			graphemes.
Tue	Recall all GPCs from	Practise reading polysyllabic words using	Practise spelling polysyllabic	Writing sentences p149.	
	phase 2, 3 and 4 and so	words with alternative pronunciations of 'e'	words p149: telly, frequent,	Haughed at the telly.	Apply phonic knowledge
	far in Phase 5.	as in bedroom, testing, decent.	bedding.		and skill as the prime
	Practise reading high				approach to reading and
	frequency words p141.				spelling unfamiliar words
Wed	Recall all GPCs from	Practise spelling tricky words from p194.	Practise spelling polysyllabic	Reading sentence p142.	that are not completely
	phase 2, 3 and 4 and so	Review pronunciation of 'ey' as in key,	words p149: surveying,	They must obey the	decidable
	far in Phase 5.	money.	obeyed, greyish.	teacher.	
	Practise reading high	Teach alternative pronunciation of 'ey'			Be able to blend and
	frequency words p141.	p153. Read the words they, grey, obey,			segment in order to read
		prey, survey.			CVC words.
Thu	Recall all GPCs from	Practise reading polysyllabic words using	Using a format similar to Best	Writing sentence p149.	
	phase 2, 3 and 4 and so	words with alternative pronunciations of 'e'	bet p147, ask children to listen	The monkey likes	Read and spell phonically
	far in Phase 5.	as in donkey, greyish, obeyed, honey,	to the words, write and sort	honey.	decidable two-syllable
	Practice reading high	surveyor.	them into the correct phoneme		and three-syllable words.
	frequency words p141 and		box for the two 'e' and 'ey'		Read automatically all the
	spelling tricky words p148.		sounds.		words in the list of 100
Fri	Recall all GPCs from	Use today's sessions to assess children's ur	derstanding of different pronuncia	tions of the same spelling.	high frequency words.
	phase 2. 3 and 4 and so	Use a Phoneme spotter story and ask them i	to identify an example of the same	spellings with different	might nequency words.
	far in Phase 5.	sounds.			Accurately spell most of
	Practice reading high				the words in the list of
	frequency words p141 and				100 high frequency
	spelling tricky words p148.				words.
					Form each letter
					correctly.

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Phase 5 Week						Formatted: Not Highlight
	criteria for success:		Teach spelling the words coul			
	llings for s and z p154.		Practise reading and spelling			Formatted: Not Highlight
	they are learned p136.	phemes and different pronunciations of	Practise reading sentences p1 Practise writing sentences p14			Formatted: Not Highlight
Practise reading	and spelling words w	with adjacent consonants and words with newly	Placuse winning semences pre	<u>+9.</u>		Formatted: Not Highlight
learned grapher		All adjacent concentrate and worde wat the try	4			Formatted: Not Highlight
		Teach	Practise	Apply	Assessment	Formatted: Not Highlight
Mon Recall a	all GPCs from		Practise spelling words -	Reading sentences p142.	Give the sound when	Formatted: Not Highlight
			listen, whistle, bristle, glisten,	Listen to the whistle.	shown any grapheme	
far in Ph			Christmas, rustle, jostle, bustle,	They were rustling in the	that has been taught.	Formatted: Not Highlight
			castle, wrestling	castle.	For any sound given,	Formatted: Font color: Blue, Not Highlight
		Blending for reading - Jisten, whistle, bristle, glisten, Christmas, rustle, jostle,	Challenge – Simple dictated		write the common	Formatted: Not Highlight
			sentence using s words.	1	graphemes.	Formatted: Not Highlight
					Apply phonic knowledge	Formatted: Not Highlight
			Practise spelling words -	Reading sentences p142.	and skill as the prime	Formatted: Not Highlight
			house, mouse, grease, crease,	Do you see the mouse	approach to reading and	Formatted: Not Highlight
<u>far in Ph</u>			horse, purse, loose.	in the house?	spelling unfamiliar words	\
		<u>Teach alternative spelling of 's' = 'se' p154.</u> Blending for reading - house, mouse,	Challenge – Simple dictated	The horse is loose.	that are not completely	Formatted: Font color: Blue, Not Highlight
			sentence using s words.	1	decidable.	Formatted: Not Highlight
	<u></u>	groube, orbase, heree, parce, resse.	Bontonioe doing e worder	1	Be able to blend and	Formatted: Not Highlight
		Phoneme spotter p145 's'.	Best bet p147 's'.	Play Rhyming word	segment in order to read	Formatted: Not Highlight
	2, 3 and 4 and so		1	generation p146. Start	CVC words.	Formatted: Not Highlight
far in Ph Practise	hase 5. se reading and		ı	with house.	Read and spell phonically	Formatted: Not Highlight
	g high frequency		ı – – – – – – – – – – – – – – – – – – –	1	decidable two-syllable	Formatted: Not Highlight
words p	p141/148.		I	ļ	and three-syllable words.	Formatted: Font color: Blue, Not Highlight
			Practise spelling words -	Reading sentences p142.	Read automatically all the	Formatted: Not Highlight
phase 2 far in Ph			please tease, ease, browse, cheese, noise, pause, blouse,	Please don't tease me. Where is the cheese?	words in the list of 100	Formatted: Not Highlight
			because		high frequency words.	Formatted: Not Highlight
		Blending for reading - please tease, ease,		1	Accurately spell most of	Formatted: Not Highlight
			Challenge – Simple dictated	1	the words in the list of	\ <u>.</u>
			sentence using s words.	1	100 high frequency	Formatted: Not Highlight
					words.	
		Phoneme spotter p145 <u>'z'</u> .	Best bet p147 'z'.	Play Rhyming word	Form each letter	Formatted: Not Highlight
	2, 3 and 4 and so Phase 5.		ı	generation p146. Start with cheese.	correctly.	Formatted: Not Highlight
	se reading and		ı	WILLI CHEESE.		Formatted: Not Highlight
	g high frequency		ı	1		
	p141/148.		<u>ا</u>			

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Practis Practis	se recognition and recall of gr se reading and spelling words	aphemes and different pronunciations of graph with adjacent consonants and words with	emes as they are learned p136.		
newly	learned graphemes.		Teach spelling the words p	eople, would, or p148.	
	se reading and spelling high f	requency words p141/p148.		ling polysyllabic words p142	and p149.
Practis	se reading sentences p142.		Practise writing sentences		
	Revisit and Review	<u>Teach</u>	Practise	Apply	Assessment
<u>/lon</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Teach spelling high frequency words people, would, or p148. Review spelling of 's' as in sit, sand, sick. Teach alternative spelling of 's' = 'st' p154. Explain that this usually in the middle of a word. Blending for reading: listen, whistle, coaster crustle. Christman	Practise spelling polysyllabic words p149: jostle, bristle, glisten, wrestling.	Reading sentences p142. Listen to the Christmas songs.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
<u>ue</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	<u>castle, rustle, Christmas.</u> <u>Teach alternative spelling of 's' = 'se'</u> <u>p154.</u> <u>Blending for reading: house, grease, purse,</u> <u>grouse, loose, mouse.</u>	Practise spelling crease, horse, grouse, cease.	Writing sentences p149. There is a mouse in the house.	Apply phonic knowledg and skill as the prime approach to reading ar spelling unfamiliar word that are not completely decidable
<u>Ved</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Phoneme spotter p145 's'.	Best bet p147 's'.	Reading sentences p142. Whistle a silly song.	Be able to blend and segment in order to rea CVC words. Read and spell phonica
<u>hu</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Review spelling of 'z' as in zoo, zip. Teach alternative spelling of 'z' = 'se' p154. Blending for reading p134: please, tease, cheese, because, browse.	Practise spelling ease, rouse, noise, pause.	Writing sentences p149. Please can we go to the zoo?	decidable two-syllable and three-syllable word Read automatically all words in the list of 100 high frequency words.
<u>Fri</u>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Phoneme spotter p145 'z'.	Best bet p147 'z'.	Reading sentences p142. Llike cheese because it is nice with tomato.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter

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Altorno	tive excllings for shand i								
Atterna	Alternative spellings for ch and j. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.								
Practic	Practise reading and spelling words with adjacent consonants and words with								
Practis	newly learned graphemes. Teach reading and spelling the words oh, how, did, man p141/p148.								
Brootic	earned graphemes. e reading and spelling high fre	agueney worde p141/p149	Practise reading and spelling the wor						
Practic	e reading and spelling high he	Fuency words p 141/p 146.	Practise writing sentences p149.	yilabic words p 142 and p 14	8.				
Practis	Revisit and Review	Teach	Practise whiling semences p149.	Annh	A				
				Apply	Assessment				
Mon	Recall all GPCs from	Teach spelling high frequency words oh,	Practise spelling polysyllabic	Reading sentences p142.	Give the sound when				
	phase 2, 3 and 4 and so	how, did, man p148.	words p149: stitches,	Will you fetch the	shown any grapheme				
	far in Phase 5.	Review spelling of 'ch' phoneme as in chip,	matchmaker, scratching.	children?	that has been taught.				
	Practise reading and	chin, rich.			For any sound given,				
	spelling high frequency	Teach alternative spelling of 'ch', 'tch'			write the common				
	words.	p154. Explain that this only goes in the			graphemes.				
		middle or at the end of a word, not at the							
		beginning. Practise blending for reading:			Apply phonic knowledge				
_		catch, pitch, fetch, notch, ditch, kitchen.			and skill as the prime				
Tue	Recall all GPCs from	Teach alternative spelling of 'ch' = 't' p154.	Practise spelling polysyllabic	Writing sentences p149.	approach to reading and				
	phase 2, 3 and 4 and so	Blending for reading p134: picture,	words p149: picture, nature,	Take a picture of the	spelling unfamiliar words				
	far in Phase 5.	creature, future, mixture, nature, capture.	future.	rich man in his kitchen.	that are not completely				
Wed	Recall all GPCs from	Practise spelling tricky words from p194.	Best bet p147, following	Rhyming word	decidable.				
	phase 2, 3 and 4 and so	Phoneme spotter 'ch' p145.	Phoneme spotter.	generation p146: rich,					
	far in Phase 5.			ditch.	Be able to blend and				
	Practise reading tricky				segment in order to read				
	words p141	-			CVC words.				
Thu	Recall all GPCs from	Review spelling of 'j' as in jet, jaguar, Jim.	Practise spelling polysyllabic	Writing sentences p149.	Read and spell phonically				
	phase 2, 3 and 4 and so	Teach alternative spelling of 'j', 'dge' p154.	words p149: dodging, badger,	The badger is in the	decidable two-syllable				
	far in Phase 5.	Explain that this only goes in the middle or	hedges, lodger.	hedge.	and three-syllable words.				
	Practise reading tricky	at the end of a word, not at the beginning.			and three synaple words.				
	words p141	Practise blending for reading: fudge,			Read automatically all the				
		sledge, badger, ledge, ledge, podgy.			words in the list of 100				
Fri	Recall all GPCs from	Teach alternative spelling of 'j', 'g' p154:	Phoneme spotter p145 'j'.	Best bet p147.	high frequency words.				
	phase 2, 3 and 4 and so	gym, gentle, gem.							
	far in Phase 5. Practise				Accurately spell most of				
	spelling high frequency				the words in the list of				
	words p148.				100 high frequency				
					words.				
					Form each letter				
					correctly.				
					oonoony.				

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	• 5 Week 2018: tives and criteria for success:				
	ative spellings for u and ear p	154.			
		aphemes and different pronunciations of graph	nemes as they are learned p136.		
		with adjacent consonants and words with			
	learned graphemes.		Teach spelling the words Mr, Mrs,	took, home p148.	
	se reading and spelling high fr		Practise reading and spelling poly		9.
	se reading sentences p142.		Practise writing sentences p149.		-
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach spelling high frequency Mr, Mrs,	Practise spelling polysyllabic	Reading sentences p142.	Give the sound when
	phase 2, 3 and 4 and so	took, home p148.	words p149: nothing, mother,	It's nothing to worry	shown any grapheme
	far in Phase 5.	Review spelling of 'u' as in nut, fun, sun.	worrying, brother, monthly.	about.	that has been taught.
	Practise reading and	Teach alternative spelling of 'u' = 'o' p154.	<u></u>		
	spelling high frequency	Blending for reading p134: son, come,			For any sound given,
	words p141/148.	some, done, none, ton.			write the common
					graphemes.
Tue	Recall all GPCs from	Phoneme spotter p145 'u'.	Best bet p147 'u'.	Ask the children to write	Apply phonic knowledge
	phase 2, 3 and 4 and so			a sentence using	and skill as the prime
	far in Phase 5.			different spellings for 'u'.	
	Practise reading and				approach to reading and spelling unfamiliar words
	spelling high frequency				
	words p141/148.				that are not completely decidable.
Wed	Recall all GPCs from	Practise reading high frequency words	Practise spelling here, severe.	Writing sentences p149.	decidable.
	phase 2, 3 and 4 and so	p141.		Here it is.	Be able to blend and
	far in Phase 5.	Review spelling of 'ear' as in fear, near.		Please don't interfere.	segment in order to read
	Practise reading and	Practise all spellings of 'ear' = 'ere' p154,			CVC words.
	spelling high frequency	Blending for reading: here, mere, severe,			
	words p141/148.	interfere, adhere.			Read and spell phonical
Thu	Recall all GPCs from	Teach alternative spelling of 'ear' = 'eer'	Practise spelling polysyllabic	Reading sentences	decidable two-syllable
	phase 2, 3 and 4 and so	p154. Blending for reading: beer, sheer,	words p149: career, steering,	p142.	and three-syllable words
	far in Phase 5.	veer, career, steering.	veered.	Can you steer the car?	Read automatically all th
	Practise reading and		_		words in the list of 100
	spelling high frequency				high frequency words.
	words p141/148.			1	might nequency words.
Fri	Recall all GPCs from	Phoneme spotter p145 'ear'.	Best bet p147 'ear'.	Play Rhyming word	Accurately spell most of
	phase 2, 3 and 4 and so			generation p146. Start	the words in the list of
	far in Phase 5.			with fear.	100 high frequency
	Practise reading and				words.
	spelling high frequency				
	words p141/148.				Form each letter
					correctly.

Phase 5 Week 16:

Object	Objectives and criteria for success:								
	Objectives and criteria for success: Alternative spellings for n, r, m p154.								
Proctic	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.								
Practic	se reading and spelling words	with adjacent consonants and words with	since as they are learned proc.						
nowly	learned graphemes.	with aujacent consonante and words with							
	spelling the words their, going	1/18	Practise reading and spelling hig	h frequency words p1/1/p1	18				
Practis	se reading and spelling polysy	llahic words p142 and p149	 Practise reading and spening mg Practise reading sentences p14 						
Tradic	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach spelling high frequency words their, geing p148. Review spelling of 'n' as in not, span, need. Teach alternative spelling of 'n' = 'gn' p154. Blending for reading: gnat, gnaw, sign,	Practise spelling polysyllabic words p149: gnawing, resigned, sign-language.	Reading sentences p142. The gnome resigned from his job.	Give the sound when shown any grapheme that has been taught. For any sound given,				
Tue	Recall all GPCs from	resign, gnome. Teach alternative spelling of 'n' = 'kn' p154.	Practise spelling polysyllabic	Writing sentence p149.	write the common graphemes.				
	phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Explain that this spelling is always at the start of a word. Blending for reading: knit, knob, knew, knife, knock.	words p149: knitting, knocking, knifo-block.	I was knitting and there was a knock at the door.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words				
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	Practise reading high frequency words p141. Phoneme spotter p145 'n'.	Bost bot p147 'n'.	Reading sentences p142. Read the sign.	that are not completely decidable. Be able to blend and segment in order to read				
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Review spelling of 'r' as in rat, rubbish. Teach alternative spelling of 'r' = 'wr' p154. Explain that this spelling is always at the start of a word. Blending for reading: wrap, wrong, wrote, wry, written.	Practise spelling polysyllabic words p149: wretched, wrenching, wrongly.	Best bet p147 'r'.	Read and spell phonically decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100				
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Review spelling of 'm' as in mat, miss, me. Teach alternative spelling of 'm' = 'mb' p154. Explain that this spelling is always at the end of a word. Blending for reading: lamb, bomb, thumb, comb, climb, numb.	Practise spelling polysyllabic words p149: bomber, combing, lamb-chops.	Phoneme spotter p145 'm'.	high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.				

Phase 5 Week 17:

Objectives and criteria for success:

Alternative spellings for s, z p154.

newly	learned graphemes.	with adjacent consonants and words with	Teach spelling the words p	eople, would, or p148.	
Practi	se reading and spelling high f	requency words p141/p148.	Practise reading and spell	ling polysyllabic words p142	2 and p149.
2racti	se reading sentences p142.		Practise writing sentences	p149.	
	Revisit and Review	Teach	Practise	Apply	Assessment
Von	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Teach spelling high frequency words people, would, or p148. Review spelling of 's' as in sit, sand, sick. Teach alternative spelling of 's' = 'st' p154. Explain that this usually in the middle of a word. Blending for reading: listen, whistle, castle, rustle, Christmas.	Practise spelling polysyllabic words p149: jostle, bristle, glisten, wrestling.	Reading sontoncos p142. Liston to the Christmas songs.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
Fue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Teach alternative spelling of 's' = 'se' p154. Blending for reading: house, grease, purse, grouse, loose, mouse.	Practise spelling crease, horse, grouse, cease.	Writing sentences p149. There is a mouse in the house.	Apply phonic knowledge and skill as the prime approach to reading an spelling unfamiliar wor that are not completely decidable
Ved	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Phoneme spotter p145 's'.	Bost bot p147 's'.	Reading sentences p142. Whistle a silly song.	Be able to blend and segment in order to re- CVC words. Read and spell phonic
Fhu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Review spelling of 'z' as in zoo, zip. Teach alternative spelling of 'z' = 'se' p154. Blending for reading p134: please, tease, cheese, because, browse.	Practise spelling ease, rouse, noise, pause.	Writing sentences p149. Please can we go to the zoo?	decidable two-syllable and three-syllable word Read automatically all words in the list of 100 high frequency words.
-ri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Phoneme spotter p145 'z'.	Best bet p147 'z'.	Reading sentences p142. Hike choose because it is nice with tomato.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Phase 5 Week 18:

Objectives and criteria for success:

Alternative spellings for u and ear p154. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.

Practic	se reading and spelling words	with adjacent consonants and words with			
	learned graphemes.		Teach spelling the words Mr, Mrs,		
	se reading and spelling high fi		Practise reading and spelling poly	syllabic words p142 and 149).
		Practise writing sentences p149.			
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach spelling high frequency Mr, Mrs,	Practise spelling polysyllabic	Reading sentences p142.	Give the sound when
	phase 2, 3 and 4 and so	took, home p148.	words p149: nothing, mother,	It's nothing to worry	shown any grapheme
	far in Phase 5.	Review spelling of 'u' as in nut, fun, sun.	worrying, brother, monthly.	about.	that has been taught.
	Practise reading and	Teach alternative spelling of 'u' = 'o' $p154$.			For any sound given,
	spelling high frequency	Blending for reading p134: son, come,			write the common
	words p141/148.	some, done, none, ton.			araphemes.
T		Discourse an eller of 45 (c)	Death at a 47 (c)	Ask the children to write	
Tue	Recall all GPCs from phase 2, 3 and 4 and so	-Phoneme spotter p145 'u'.	Best bet p147 'u'.		Apply phonic knowledge
	pnase 2, 3 and 4 and so far in Phase 5.			a sentence using	and skill as the prime
	Practise reading and			different spellings for 'u'.	approach to reading and
	J				spelling unfamiliar words
	spelling high frequency words p141/148				that are not completely
Wed	Recall all GPCs from	Practise reading high frequency words	Practise spelling here, severe.	Writing sentences p149.	decidable.
**ea	phase 2, 3 and 4 and so	Plactice reading high requercy words	Practise spelling nere, severe.	Here it is.	Be able to blend and
	far in Phase 5.	Review spelling of 'ear' as in fear, near.		Please don't interfere	segment in order to read
	Practise reading and	Practise all spellings of 'ear' = 'ere' p154,		Fiedse don tintenere.	CVC words
	spelling high frequency	Blending for reading: here, mere, severe,			ovo wolus.
	words p141/148.	interfere, adhere.			Read and spell phonically
Thu	Recall all GPCs from	Teach alternative spelling of 'ear' = 'eer'	Practise spelling polysyllabic	Reading sentences	decidable two-syllable
THU	phase 2, 3 and 4 and so	p154. Blending for reading: beer, sheer,	words p149: career. steering.	p142.	and three-syllable words.
	far in Phase 5.	veer, career, steering.	veered.	Can you steer the car?	
	Practise reading and	veer, oureer, steering.	veered.	can you steer the car.	Read automatically all the
	spelling high frequency				words in the list of 100
	words p141/148.				high frequency words.
Fri	Recall all GPCs from	Phoneme spotter p145 'ear'.	Best bet p147 'ear'.	Play Rhyming word	Accurately spell most of
	phase 2. 3 and 4 and so			deneration p146. Start	the words in the list of
	far in Phase 5.			with fear.	100 high frequency
	Practise reading and				words.
	spelling high frequency				
	words p141/148.				Form each letter
				1	correctly.

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Phase	e 5 Week 2149:				
	ives and criteria for success:				
	ative spellings for ar and ur p1	55.			
		phemes and different pronunciations of graph	emes as they are learned p136.		
		with adjacent consonants and words with	, ,		
	learned graphemes.		Feach spelling the words looked, w	ho, think p148.	
Practis	se reading and spelling high fre	equency words p141/p148.	Practise reading and spelling poly	syllabic words p142 and p1	49.
Practis	se reading sentences p142.		Practise writing sentences p149.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words looked, who, think p148. Review spelling of 'ar' as in car, market. Teach alternative spelling of 'ar' = 'a' p155. Blending for reading: father, path, grass, lather, rather, last.	Practise spelling branch, after, rather, grass, father.	Reading sentences p142. I would rather go with my father.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'ar' = 'al' p155. Blending for reading: half, almond, calm, palm tree.	Practise spelling lip-balm, calf, qualm, halve.	Writing sentences p149. Have half an almond.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Phoneme spotter p145 'ar'.	Best bet p147 'ar'.	Ask the children to write a sentence using different spellings for 'ar'.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two-syllable
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Review spelling of 'ur' as in surf, turn. Practise all spellings of 'ur' = 'or' p155. Blending for reading: word, world, worse, worm, work, worship.	Practise spelling worth, work, worse, world.	Phoneme spotter p145 'ur'.	and three-syllable words. Read automatically all the words in the list of 100 high frequency words. Accurately spell most of
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling <u>HFW pg 141.high</u> frequency words p141/p148.	Teach alternative spelling of 'ur' = 'ear' p155. Blending for reading: learn, pearl, earth, earn, early.	Practise spelling polysyllabic words p149: earnest, rehearsal, search-light.	Best bet p147 'ur'.	the words in the list of 100 high frequency words. Form each letter correctly.

Dhood	e 5 Week 2 <mark>20</mark> :								
	tives and criteria for success:								
	Alternative spellings for air p155.								
	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.								
		with adjacent consonants and words with							
	learned graphemes.		Teach spelling the words c	alled, school, didn't p148.					
	se reading and spelling high fr	equency words p141/p148.		ng polysyllabic words p142	and p149.				
	se reading sentences p142.		Practise writing sentences						
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words called, school, didn't p148. Review spelling of 'air' as in hair, stair, pair. Teach alternative spelling of 'air' = 'ere' p155. Blending for reading: there, where, nowhere, everywhere, somewhere.	Practise spelling somewhere, everywhere, there, where, nowhere.	Reading sentences p142. There are people everywhere.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.				
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'air' = 'ear' p155. Blending for reading: pear, bear, swear, tear, wear.	Practise spelling wearing, tear, bear, pear, swearing.	Write sentence p149. Don't swear at the bear!	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.				
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high-frequency words p141. Practise all spellings of 'air' = 'are' p155. Blending for reading: care, dare, fare, square, stare.	Practise spelling share, hare, bus-fare, care, glare, mare.	Reading sentences p142. The Care Bear was in the air. There are pears somewhere.	Be able to blend and segment in order to read CVC words. Read and spell phonically				
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Phoneme spotter p145 'air'.	Best bet p147 'air'.	Ask the children to write a sentence using different spellings for 'air'.	decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words.				
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach Homograph p143 for bear, bear, tear, tear.	Children write sentences using the homographs.	Play Rhyming word generation p146. Start with word stair.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.				

Phase	5 Week 2 <u>3</u> 4:				
	ives and criteria for success:				
Alterna	ative spellings for or p155.				
		aphemes and different pronunciations of graph	emes as they are learned p136.		
		with adjacent consonants and words with			
	learned graphemes.		each spelling the words asked, kr		
Practis	se reading and spelling high fro	equency words p141/p148. F	Practise reading and spelling polys	yllabic words p142 and p14	9.
Practis	e reading sentences p142.		ractise writing sentences p149.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from	Teach spelling high frequency words	Practise spelling polysyllabic	Read sentences p142.	Give the sound when
	phase 2, 3 and 4 and so	asked, know, can't, ran p148.	words p149: beanstalk, calling,	She is always talking.	shown any grapheme
	far in Phase 5.	Review spelling of 'or' as in for, fork, stork.	always, walkway, talking.		that has been taught.
	Practise reading and	Teach alternative spelling of 'or' = 'al' p155.			
	spelling high frequency	Blending for reading: talk, walk, wall, fall,			For any sound given,
	words p141/p148.	stalk, ball.			write the common
					graphemes.
Tue	Recall all GPCs from	Teach alternative spelling of 'or' = 'our'	Practise spelling four,	Writing sentences p149.	Apply phonic knowledge
	phase 2, 3 and 4 and so	p155. Blending for reading: pour, court,	tournament, tour, court, pour.	You are fourteen on	and skill as the prime
	far in Phase 5.	mourn, fourteen, your.		your birthday.	approach to reading and
	Practise reading and				spelling unfamiliar words
	spelling high frequency				that are not completely
	words p141/p148.				decidable.
Wed	Recall all GPCs from	Practise reading high frequency words	Practise spelling haughty,	Read sentences p142.	De able (a bland and
	phase 2, 3 and 4 and so far in Phase 5.	p141.	caught, taught, naughty.	You were caught being	Be able to blend and
	Practise reading and	Teach alternative spelling of 'or' = 'augh' p155. Blending for reading: taught,		naughty.	segment in order to read CVC words.
	spelling high frequency	naughty, caught, daughter.			CVC words.
	words p141/p148.	haughty, caught, uaughter.			Read and spell phonically
Thu	Recall all GPCs from	Phoneme spotter p145 'or'.	Best bet p147 'or'.	Ask the children to write	decidable two-syllable
mu	phase 2, 3 and 4 and so	Thomeme sponer p143 or .	Describer p147 of .	a sentence using	and three-syllable words.
	far in Phase 5.			different spellings for	
	Practise reading and			for.	Read automatically all the
	spelling high frequency				words in the list of 100
	words p141/p148.				high frequency words.
Fri	Recall all GPCs from	Play Rhyming word generation p146. Start	Read sentence	Writing sentences p149.	Accurately spell most of
	phase 2, 3 and 4 and so	with for.	Your daughter is fourteen.	I taught Jack and the	the words in the list of
	far in Phase 5.		_	beanstalk.	100 high frequency
	Practise reading and				words.
	spelling HFW pg 141/148.				
	high frequency words				Form each letter
	p141/p148.				correctly.

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Phase	5 Week 2 <mark>24</mark> :				
	ives and criteria for success:				
	ative spellings for oo, ai p155.				
Practis	e recognition and recall of gra	phemes and different pronunciations of graph	emes as they are learned p136.		
Practis	e reading and spelling words	with adjacent consonants and words with	, i		
	learned graphemes.		each spelling the words bear, long	g, things, new p148.	
	e reading and spelling high fre		Practise reading and spelling polys		9.
Practis	e reading sentences p142.	F	ractise writing sentences p149.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words bear, long, things, new p148. Review the spelling of 'oo' as in foot, good. Teach alternative spelling of 'oo' = 'oul' p155. Blending for reading: could, would, should, couldn't.	Practise spelling should, could, wouldn't shouldn't.	Reading sentences p142. I wouldn't do that.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'oo' = 'u' p155. Blending for reading: put, pull, push, full, bull.	Practise spelling polysyllabic words p149: playful, pudding, pulling, bullock.	Writing sentence p149. Push him in the pudding.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Use Phoneme Story Spotter – Could I? p165. Children look for and highlight different	Best bet p147 'oo'.	Ask the children to write a sentence using different spellings for 'oo'.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two-svllable
		spellings of the 'oo' sound.			and three-syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and	Review spelling 'ai' as in rain, tail, main. Teach alternative spelling of 'ai' = 'a-e' p156. Blending for reading: came, shake, base,	Practise spelling make, made, tame, fame, lake, shade.	Reading sentences p142. I came to school in the rain.	Read automatically all the words in the list of 100 high frequency words.
	spelling high frequency words p141/p148.	amaze, escape, snake.			Accurately spell most of the words in the list of
Fri	Recall all GPCs from phase 2, <u>3, 4 3 and 4 and</u> & so far in Phase 5.	Teach alternative spelling of 'ai' = 'ay' p155. Blending for reading: day, stay, way, clay,	Practise spelling staying, play, stray, clay-work.	Use Phoneme Story Spotter - The School Sale p164.	100 high frequency words.
	Practise reading <u>& and</u> spelling <u>HFW phigh</u> frequency words p141/p148.	stray.		Children look for and highlight different spellings of the 'ai' sound.	Form each letter correctly.

	5 Week 2 <mark>35</mark> :				
	tives and criteria for success: ative spellings for ee p155.				
		aphemes and different pronunciations of graph	emes as they are learned n136		
		with adjacent consonants and words with			
	learned graphemes.		Feach spelling the words eat, ever	vone our p148	
	se reading and spelling high fr		Practise reading and spelling polys		9
	se reading sentences p142.		Practise writing sentences p149.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words eat, everyone, our p148. Review spelling of 'ee' as in bee, tree, meet. Teach alternative spelling of 'ee' = 'ea' p156. Blending for reading: sea, seat, bead, least, steam.	Practise spelling polysyllabic words p149: steamy, repeated, streaming.	Reading sentences p142. The stream goes into the sea.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes. Apply phonic knowledge
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'ee' = 'e-e' p155. Blending for reading: these, Pete, even, theme, Steve, gene.	Practise spelling polysyllabic words p149: extremely, complete, Marlene.	Writing sentences p149. Pete is extremely cold.	and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and	Practise reading high frequency words p141. Teach alternative spelling of 'ee' = 'ie' p155.	Practise spelling yield, relief, field, thief.	Reading sentences p142. The chief shrieked.	Be able to blend and segment in order to read CVC words.
	spelling high frequency words p141/p148.	Blending for reading: chief, thief, field, yield, shriek, relief.			Read and spell phonically decidable two-syllable
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'ee' = 'y' p155. Blending for reading: happy, very, funny, silly, merry.	Practise spelling ferry, sunny, sadly, Tony.	Writing sentences p149. I was happy because it was sunny.	and three-syllable words. Read automatically all the words in the list of 100 high frequency words.

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Fri	Practise reading and	Use Phoneme Story Spotter – A real treat p160. Children look for and highlight different spellings of the 'ee' sound.	Best bet p147 'ee'.	Ask the children to write a sentence using different spellings for 'ee'.	Accurately spell most of the words in the list of 100 high frequency words.
	spelling high frequency words p141/p148. <u>As</u> Thursday,				Form each-letters correctly.

Phase	Phase 5 Week 24 <u>6</u> :							
Object Alterna Practis Practis newly Practis	ives and criteria for success: ative spellings for igh p155. se recognition and recall of gra	equency words p141/p148.	nemes as they are learned p136. Teach spelling the words two, has Practise reading and spelling polys Practise writing sentences p149.		9.			
	Revisit and Review	Teach	Practise	Apply	Assessment			
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words two, has, yes p148. Review the spelling of 'igh' as in light, bright. Teach alternative spelling of 'igh' = 'ie' p156. Blending for reading: pie, lie, spied, tried, cried.	Practise spelling applied, denied, pie, lie, tried.	Reading sentences p142. I tried the pie.				
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'igh' = 'y' p155. Blending for reading: by, my, reply, sky, spy, July.	Practise spelling cry, try, why, deny, fly.	Writing sentence. Why are you crying?	and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.			
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Teach alternative spelling of 'igh' = 'i-e' p155. Blending for reading: like, spite, ride, trike, bite, line.	Practise spelling fine, nine, bike, file, shine, ripe, prize.	Reading sentences p142. Can I have a ride on your bike?	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two-syllable and three-syllable words.			

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Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency	Use Phoneme Story Spotter – A Right Mess p161. Children look for and highlight different spellings of the 'ee' sound	Best bet p147 'igh'.	Ask the children to write a sentence using different spellings for 'igh'.	Read automatically all the words in the list of 100 high frequency words.
Fri	words p141/p148. Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148. <u>As</u> Thursday.	Play Rhyming word generation p146. Start with the word light.	Read sentences: My bike is light. I want to eat a pie tonight.	Writing sentences p149. My prize was such a sight!	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Object Alterna Practis Practis newly Practis	se reading and spelling words learned graphemes. se reading and spelling high f se reading sentences p142.	aphemes and different pronunciations of graph with adjacent consonants and words with requency words p141/p148.	Teach spelling the words play, take Practise reading and spelling poly Practise writing sentences p149.	syllabic words p142 and p1	
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words play, take, well p148. Review spelling of 'oa' as in coat, float. Teach alternative spelling of 'oa' = 'ow' p156. Blending for reading: low, grow, show, window, rowing boat.	Practise spelling snow, flow, glow, growing, shown.	Reading sentences p142. The snowman glowed.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'oa' = 'oe' p155. Blending for reading: toe, Joe, doe, woe.	Practise spelling foe, woe, Joe.	Writing sentences p149. Joe hurt his toe	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Teach alternative spelling of 'oa' = 'o_e' p155. Blending for reading: bone, tone, home, woke, spoke, stone.	Practise spelling note, phone, alone, stoke, poke, tone.	Reading sentences p142. The snowman phones home.	Be able to blend and segment in order to read CVC words. Read and spell phonically

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Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'oa' = 'o' p155. Blending for reading: no, go, so, echo, hero.	Practise spelling no, echo, hero, tomato.	Writing sentences p149. Throw the tomato.	decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Use Phoneme Story Spotter – The Old Pony p163 Children look for and highlight different spellings of the 'oa' sound.	Best bet p147 'oa'.	Ask the children to write a sentence using different spellings for 'igh'.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

<u>Year 1</u>

Phase	e 5 Week 2 <mark>86</mark> :				
	tives and criteria for success:				
Altern	ative spellings for (y)oo p156.				
		aphemes and different pronunciations of graph	emes as they are learned p136.		
		with adjacent consonants and words with			
	learned graphemes.		Feach spelling the words find, mor	e, I'll p148.	
Practi	se reading and spelling high fr	equency words p141/p148. F	Practise reading and spelling polys	syllabic words p142 and p14	9.
Practi	se reading sentences p142.		Practise writing sentences p149.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words find, more, I'll p148. Teach alternative spelling of '(y)oo' = 'u_e' p156. Blending for reading: use, muse, duke, value, cube, tune.	Practise spelling use, cute, amuse, computer, mule.	Reading sentences p142. I use my computer every day.	shown any grapheme that has been taught. For any sound given, write the common
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of '(y)oo' = 'ue' p155. Blending for reading: cue, venue, rescue, argue, due, hue.	Practise spelling statue, value, rescue, cue.	Writing sentences p149. I argue with my sister.	graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words p141. Teach alternative spelling of '(y)oo' = 'ew' p155. Blending for reading: stew, few, new, nephew, renew.	Practise spelling Matthew, mildew, knew, stew, pew.	Reading sentences p142. Matthew is my nephew.	decidable. Be able to blend and segment in order to read CVC words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Use Phoneme Story Spotter – Luke and Ruth p162. Children look for and highlight different spellings of the '(y)oo' sound.	Best bet p147 '(y)oo'.	Ask the children to write a sentence using different spellings for '(y)oo'.	Read and spell phonically decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/p148.	Play Rhyming word generation p146. Start with the word new.	Reading sentence: My nephew is cute.	Writing sentences p149. Luke and Matthew argue.	Accurately spell most of the words in the list of 100 high frequency words. Form each letters correctly.

<u>Year 1</u>

	Phase 5 Week 3028:							
	Phase 5: Week 279 ria for success:							
	ivies and livingeria for suicess:							
		phemes and different pronunciations of graphe						
		when disconding to the second difference of th	emes as they are learned p136.					
Peadus	eareading and spetting words		each spelling the words shouted,					
Headys	earnedingraphenesting high fre	equency words p141/p148.	eactisspettidig the words ling replies					
Practis	e reading and spetting high fre		ractise readingsantespellind bolvs					
	e <u>Reading sertences</u> p142.		rational sentences p149.	Apply	Assessment			
Mon	Revisit and Reviewm	Teach spelling high frequency words oh,	Practise spelling official, facial,	Replying sentences p142.	Assetsensented when			
Mon	Recatt all GPCIs4 from so	Teachispellinginide frequency words	Pratotise spelling glue, Sue,	Readifigiseintencesab142.	<u>Civerthersound-where</u>			
	fahraise 22 as and 4 and so	Reviewtibe spedio op 48 h' as in wish, shot,	Prue, tissue.	Sue uses the glue.	<u>stratvna a bje gralpheinte</u>			
	Parainti Phaseding and	Review the spelling of 'oo' as in spoon,			that has been taught. For any sound given,			
	Bradtise headingpand cy	Beachsatter native spelling of 'sh' = 'ci' p156.			Foitethescomongiven.			
	spetting high field	Beardination ative is petimecial, and cialue'			write the common			
Tue	words p141/p148. Recall all GPCs from	Bleandlindtfornæiardisopeblog.officeh 'trutei'. (1065.	Practise spelling mention,	Writing sentences p149.	graphemes			
Tue	phase 2, 3 and 4 and so	Bending for reading: station, patience,	position, station, patience.	The policeman is at the	graphemes, Apply phonic knowledge			
Tue	Recal Pala GPCs from	Treactival tensitive spelling of 'oo' = 'u e'	Practise spelling fluke, June,	Waiting sentence	Applykohaaithknowitedge			
Tue	516333333333333333333333333333333333333	p155. Blending for reading: flute, spruce,	plume, flute.	June plays the flute.	andrskillhasotheaphingeand			
	PraintiPhaseding and	plume, rule, rude, brute.	piume, nute.	June plays the liute.	apploach to reading and			
	Pradise heading and	plume, rule, rude, brute.			spelling unfamiliar words			
	spelling hidhfieduency				thatigaelnot completely			
Wed	Werds p1143 PC148 rom	Practise reading high frequency words	Practise spelling session,	Reading sentences	decidable. Be able to blend and			
Wed	Recat all GPCs4 round so	Pladtise reading high frequency words	Priactise spelling Aardrew, flew,	Reading sentences	Becable to blend and Becable to blend and ead			
weu	fatraise 21.23 and 4 and so	$\overline{\mathbf{b}} \mathbf{e} \mathbf{a} \mathbf{c} \mathbf{h}$ alternative spelling of 'sh' = 's' or 'ss'	grew, brew, screw.	Do42ou want sugar in	Sedment the order to read			
	PraintiPhaseding and	Téscheltentiative spelling of on a concernence	grew, brew, serew.	Andrewaflew to Spain.				
	Praditise histolingpandcy	6465(, session, mission.		zeroren ou to opum	CVC words. Read and spell phonically			
	soelling hidh fielduency	Blending for reading: blew, drew, screw,			Readand spelsphonically			
Thu	Words play Paston	Ethewne one vspottterwp145 'sh'.	Best bet p147 'sh'.	Ask the children to write	decidate ewbasylawteds.			
	phase 2, 3 and 4 and so		*	a sentence using	and three-syllable words. Read automatically all the			
Thu	Recal Pala GPCs from	Use Phoneme Story Spotter – Luke and	Best bet p147 'oo'.	Aiste the tchildling to write	Reads automatically all the			
	<u>Bhastes2, 13 anhid 4 annd</u> so	Ruth p162.	·	asentence using	worlds an the astrophical the			
	parellinghaisth 5 requency	Children look for and highlight different		different spellings for				
	Practise 1re a dind and	spellings of the 'oo' sound.		'oo'	high frequency words. Accurately spell most of			
<u>Fri</u>	<u>Spælähghigh Ceduen</u> cy	Practise reading and spelling two- and	Reading sentence:	Writing sentences p149.	Accurately is plet hist sti			
	ploads p141apt48 and so	three-syllable words p149: position,	Which position does he play in	She is special.	the worlds in the list of			
Fri	Recital Pala Septos from	<u>PlayciRhyminigoword geinerationap/1,46 ti Start</u>	Read sentences:	Writing sentences p149.	1000dsigh frequency			
	Practise, reading and so	with the word soon.	In June the plane flew away.	A plume of smoke blew	words. Form each letter			
	speiling high frequency		The crew are rude.	in the wind.	Formedach letter			
	Wordssp1/45/0148and				correctly.			
	spelling high frequency				conectly.			
	words p141/p148. <u>As</u>							
	Thursday.							

Week 31-32 to be used to assess children. Identify any gaps in their understanding and revisit.

Week 29-30 to be used to assess children. Identify any gaps in their understanding and revisit.

Phase 6 follows the same format as the earlier phases but the teaching focuses on more complex aspects of spelling and reading, for example, the use of suffixes, longer words, and the introduction of the past tense.

I have planned 24 weeks of work to take into account the usual Christmas play rehearsals, SATs, and the fact that some exercises might take longer than others. I have planned this for two 20 minute sessions a day separate from my main literacy lesson (though my aim is to consolidate as much as possible within literacy).

Phase 6 offers some guidance on covering text types such as poetry, non-fiction and fiction, and more detail on reading strategies. I haven'tThis is not included this in thismy planning document as this is covered in the Literacy Framework. English Curriculum. I have also tried to link in the Year 2 handwriting objectives are also included.s.

This planning assumes that children are familiar with all GPCs from Phase 5. Page numbers refer to pages with more detail of activities within

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Phase	e 6 Week 1:				
	tives and criteria for success				
,	the past tense p170.	•			
		animals, garden, another, everyone p176.			
Learn	and practise spelling the cor	nmon words keep, last, even, before Year 2 CE	Ws p179, introducing the children	to the memory strategies used or	n that page.
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Introduce children to the Memory Strategies on p179–80 (make a poster for the classroom)	Teach reading and spelling the common words keep, last, even, before Year 2 CEWs (-p179). Ask the children if they need to use any of the Memory strategies to help them. Discuss the concept of the past, use words such as, yesterday, last week, last month, when I was a baby etc Model a diary entry of a few sentences about the previous weekend. Include some time connectives in your model entry.	Children write their own diary using some of the time connectives used in the teacher's model.	Read each other's diary entries.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Teach the past tense p170. Explain that when we talk about the past we use a different tense and that the verbs we use change by adding the suffix 'ed'. Demonstrate with the following examples that add 'ed' to form the past tense: I look at the TV. I looked at the TV. I like the pizza. I liked the pizza.	Give children the root verbs and ask them to give the past tense of the verb orally.	Write 3 sentences on the board in the present tense and ask the children to say them in the past.	
Wed	Practise reading and spelling this week's common words.	Look at the spelling and different pronunciations of 'ed' endings p171, for example, stopped, listened, landed. These are all verbs which indicate the past tense. Why is soft spelled this way but lifted spelled this way? Just because a word ends with that sound doesn't mean it's the past tense.	Sort the following words into those that are past tense words and those which aren't: soft, lift, lived, cried, liked, pulled, loft.	Do Learning words Routine A activity p181, using the words last, fast, past, mast.	
Thu	Practise reading and spelling this week's common words.	Use a text with lots of present tense and model to converting it to the past tense. See Appendix 3.	Ask the children to change present tense sentences to the past tense.	Do Phoneme Frame activity p171.	
Fri	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words p175: animals, garden, another, everyone.	Play Clap and count p176, using today's polysyllabic words.	Use today's polysyllabic words to write sentences.	

<u>Year 1</u>

Phase 6 Week 2:

Objectives and criteria for success: Teach how to use the suffix 'ed' p171.

Learn and practise spelling of common words jumped, cried, stopped, wanted, lived, liked, pulled Year 2 CEWs p179 and polysyllabic words dragon, morning, granddad, narrator p176.

nanall	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Revisit and Review Review what the children know about the 'ed' suffix.	Teach Teach reading and spelling the common words jumped, cried, stopped, wanted, lived, liked, pulledYear 2 CEWs p179. Ask the children if they need to use any of the Memory strategies to help them. Look at the difference between long and	Give the children a selection of words including split digraphs and ask them to sort between long and short vowels. Discuss their choices. See Appendix 4.	Play Countdown p138 with a variety of 3 and 4 phoneme words with a mix of short and long vowel sounds. Read them and then sort into long and short vowel sounds.	Assessment Children can read a text fluently. Children are able to spell words accurately when using the phonemes
		short vowel sounds. Explain that this will be useful for the following day's activity. Model sorting words between long and short vowel sounds.			and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Investigate what happens to the spelling of the base word when adding 'ed'. See p189– 90 for the rules.	Do Word sort activity p172, using words with the 'ed' suffix.	Do Add race activity p173, using words with the 'ed' suffix.	
Wed	Practise reading and spelling this week's common words.	Children make their own rules for turning regular verbs into past tense. Make sure the children are clear that they are changing the verb tense and not just adding 'ed'. Similarly make sure the children understand that you add 'ed' to a regular verb regardless of the pronunciation of the 'ed' suffix.	Do Word sort activity p172, but sort the words into different pronunciations of the 'ed' suffix: wanted, liked, looked, roasted, pulled, smiled.	Play Words in words p175, using words from examples on p191 using 'ed' suffix.	
Thu	Practise reading and spelling this week's common words.	Use a text with lots of past tense and model converting it to the present tense.	Give the children a text with lots of past tense and ask them to convert it to the present tense. See Appendix 5.	Do Learning words Routine B activity p182, using the words jumped, cried, stopped.	
Fri	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words p175: dragon, morning, granddad, narrator. Syllables games p176.	Play Clap and count p176, using today's polysyllabic words.	Use today's polysyllabic words to write sentences.	

Phase 6 Week 3:									
	Objectives and criteria for success:								
	Teach the past tense p170 (irregular verbs)								
	Learn and practise spelling of common words been, must, hard, am, run, red, bed, airYear 2 CEWs p179, and polysyllabic words classroom, together, grandmother p176.								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Review what the children know about the 'ed' suffix.	Teach reading and spelling the common words been, must, hard, am, run, red, bed, air-Year 2 CEWs (p179.) Ask the children if they need to use any of the Memory strategies to help them. Review verbs where adding the 'ed' doesn't work. Teach these as irregular verbs: see/saw, say/said, have/had, am/was, etc Can they find any more examples of these?	Model reading a text written in the past tense and show the children how to identify the irregular verbs in the past tense.	Ask children to explain the difference between a regular and irregular verb, giving examples.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise reading and spelling this week's common words.	Look back through the diary entries from Week 1 and find other examples of irregular verbs. Teach children how to find and learn the difficult bits in words, using Take it apart and put it back together p178, for words such as caught.	Ask children to find ways of remembering words such as thought; for example, can they think of a mnemonic.	Give children a text using the past tense and ask them to identify the irregular verbs in the past tense.					
Wed	Practise reading and spelling this week's common words.	Read through a text together and find the verbs in the past tense. Which are regular/ irregular? What do they notice about the spelling patterns? Practise reading aloud together.	Do Learning words Routine B p182, using the words caught, thought and some of the common words.	Practise reading the text from yesterday working on fluency.					
<u>Thu</u>	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words p175: classroom, together, grandmother.	Play Clap and count p176, using today's polysyllabic words.	Use today's polysyllabic words to write sentences.					
<u>Fri</u>	Practise reading and spelling this week's common words.	Practise diagonal joins to letters without ascenders, for example, <i>ai, ar, un, ed.</i>	Do Learning words Routine A activity p181, using the words classroom, together, grandmother.	Do Add race activity p173, for adding 'ed'.					

<u>Year 1</u>

Phase	Phase 6 Week 4:							
	Objectives and criteria for success:							
	Teach what happens to the meaning of a verb when they add the 'ing' suffix.							
Learn	Learn and practise spelling of common words something, looking, coming, thingYear 2 CEWs p179, and polysyllabic words fishfinger, springboard, clingfilm p176.							
	Revisit and Review		Practise	Apply	Assessment			
Mon	What is a suffix? p171-4. Review what they learned about the past tense.	Teach reading and spelling the common words something, looking, coming, thingYear 2 CEWs(-p179). Ask the children if they need to use any of the Memory strategies to help them. Introduce the 'ing' suffix and teach the difference between present simple and	Give children some things to mime. Orally give a running commentary on what the child is doing. Record some of these sentences and observe the difference between these and present simple.	Ask children to work in pairs of small groups and take it in turns to give a running commentary about what their partner is doing.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.			
Tue	Practise reading and spelling this week's common words.	present continuous. For example, I meet my friend/I am meeting my friend. I eat my dinner/I am eating my dinner. Convert a present simple text to the present continuous. See Appendix 6.	Show children a video clip or ask a child to act something and ask the children to write a sentence about what they are doing.	Use this week's common words to write sentences.				
Wed	Practise reading and spelling this week's common words.	Teach that 'ing' is a suffix to indicate something that is happening now, and that hasn't finished yet. Find all the words containing 'ing' in a text and teach children how to distinguish words with 'ing' such as, sing, ring, sting, from words where the 'ing' is a suffix.	Give children a text to read with lots of words with 'ing' words, some nouns and some verbs with the 'ing' suffix. Ask the children to identify the words with the suffix. See Appendix 7.	Do Word sort type activity p172, sorting the 'ing' words which are suffixes and those which aren't.				
<u>Thu</u>	Practise reading and spelling this week's common words.	Play Take it apart and put it back together p178, with the days of the week.	Write sentences using the days of the week.	Practise reading each other's sentences.				
<u>Fri</u>	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words p176: fishfinger, springboard, clingfilm.	Play Clap and count p176, using today's polysyllabic words.	Use today's polysyllabic words to write sentences.				

	Trimley St Mary Phonics							
	Year 1							
Phase	6 Week 5:							
	Objectives and criteria for success:							
Learn	and practise spelling of comr	non words gran, key, fun, inside, hat, snow,Ye a	<u>ır 2 CEWs-live- (p179)-</u>					
Teach	spelling guideline 5 p188.							
Teach	how to add the 'ing' suffix p1	71.						
	Revisit and Review	Teach	Practise	Apply	Assessment			
Mon	Review what they learned about the 'ing' suffix.	Teach reading and spelling the common words gran, key, fun, inside, hat, snow, iveYear 2 CEWs p179. Ask the children if they need to use any of the Memory strategies to help them. Investigate what happens to the spelling of the base word when adding 'ing'. See p189– 90 for the rules.	Write the rules for adding 'ing'.	Compare to the rules for adding 'ed'. Are they the same? (No: see words such as, cry, fly).	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.			
Tue	Practise reading and spelling this week's common words.	Teach how to use the rules they made to add 'ing' to root verbs.	Give children verbs and ask them to add 'ing' to them using their rules.	Use the words from the Practise activity to write sentences.				
Wed	Practise reading and spelling this week's common words.	Add the 'ing' suffix to verbs.	Do Word sort activity p172 for words with 'ing' suffix.	Do Add Race activity p173, for words with 'ing' suffix.				
<u>Thu</u>	Practise reading and spelling this week's common words.	Practise horizontal joins to letters without ascenders, for example, <i>ou, vi, wi, ing</i> using this week's common words.	Do Word sort activity p172 for words with 'ing' suffix.	Do Add Race activity p173, for words with 'ing' suffix.				
<u>Fri</u>	Practise reading and spelling this week's common words.	Go through spelling guideline 5 on p188. Rules about 'v' at the end of words: give, live, have, love, above, alive, save, stove. Rev, is an abbreviation.	Do Learning words Routine A activity p181 using the words from spelling guideline 5.	Do Words in words activity p175, using words from examples on p191 with 'ing' suffix.				

	6 Week 6: ives and criteria for success:								
Learn	and practise spelling of com	non words never, next, first, lots, need, fishYea	<u>r 2 CEWs (-p179.)</u>						
Teach how to add the 'er' suffix p171.									
	Revisit and Review	Teach	Practise	Apply	Assessment				
<u>Mon</u>	Review what they learned about words that end in the 'v' phoneme.	Teach reading and spelling the common words never, next, first, lots, need, fishYear 2 CEWs (-p179). Ask the children if they need to use any of the Memory strategies to help them. Teach 'er' suffix which changes a verb into a noun (usually a person) i.e. read/reader, run/runner, teach/ teacher. What other examples can they think of?	Give children the 'er' suffix words which describe jobs such as teacher, driver, presenter, plumber and ask them to explain what they mean.	Write sentences about the jobs.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise reading and spelling this week's common words.	Investigate spelling rules for adding 'er' to a verb to make a noun p189–90.	Write rules for adding 'er' suffix.	Do Word sort activity p172 for words with 'er' suffix.					
Wed	Practise reading and spelling this week's common words.	Give children verbs such as, read, listen, walk, call and ask them to use the rules to add 'er' to make a noun.	Do Word sort activity p172, for words with 'er' suffix.	Do Add race activity p173, for words with 'er' suffix.					
<u>Thu</u>	Practise reading and spelling this week's common words.	Play Take it apart and put it back together p178, using the months of the year.	Write sentences using the months of the year.	Read aloud their sentences.					
Fri	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Do Learning words Routine A activity p181, using the words with 'er' suffix.	Practise reading each other's sentences.					

Phase	e 6 Week 7:								
	ives and criteria for success								
Learn	and practise spelling Year 2	CEWs of common words better, under, river p1	79.						
	Feach how to add the 'er' suffix p171.								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Review what the children have learned about adding the 'er' suffix.	Teach reading and spelling the common words better, under, river Year 2 CEWs p179. Ask the children if they need to use any of the Memory strategies to help them. Teach comparative adjectives, for example, big/bigger, fat/fatter, long/longer.	Give children adjectives to see if they can use them to compare, tall, short, old, young.	Write sentences comparing, for example: Chloe is taller than Matthew. I am older than my sister.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise reading and spelling this week's common words.	Look at what happens when adding the suffix 'er' to the spellings of the base words p189–90. Are the rules the same as last week?	Do Word sort activity p172, for words with 'er' suffix.	Do Add race activity p173, for words with 'er' suffix.					
Wed	Practise reading and spelling this week's common words.	Do a running dictation from a piece of text using suffixes used so far. See Appendix 8.	Do Phoneme Frame activity p171, for 'er' words.	Do Words in words activity p175, using words from examples on p191 with 'ing' suffix.					
Thu	Practise reading and spelling this week's common words.	Play Take it apart and put it back together p178 using topic words. Create a word bank.	Practise using a word bank from a bank of topic words.	Practise writing sentences using a word bank.					
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Fri	Practise reading and	Practise handwriting using this week's	Do Learning words Routine B	Practise reading the					
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	spelling this week's	common words.	activity p181, using this week's	sentences aloud.					
	common words.		common words.						

	e 6 Week 8:				
	tives and criteria for success		abilities 2 CEW/s (s 470) and sale	e de la constanta de la la la terra de	n sinktdange founder n 170
Teach	children how to proofread p	mon words gave, may, still, found, say, soon, ni 185.	gnt <u>rear 2 CEWS (</u> -p179 <u>)</u> , and poly	syllabic words highlinare	e, nightaress, tounder p176.
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children have learned about adding the 'er' suffix.	Teach reading and spelling the common words gave, may, still, found, say, soon, night-Year 2 CEWs p179. Ask the children if they need to use any of the Memory strategies to help them. Do a shared read with a piece of writing with mistakes in the suffixes. Teach children how to proofread the text, underline the mistakes and try a different spelling (refer to rules from previously learned suffixes).	Ask children in pairs to proofread a text with mistakes in the suffixes p185. Underline the mistakes and try a different spelling.	Compare the words they have underlined with another pair of children. Have they found all the mistakes?	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Ask the children to do a piece of writing using a specific focus (comparatives or past tense words).	Ask them to proofread their sentences with a specific focus in mind.	Work in pairs and proofread each other's sentences together, with the same focus.	
Wed	Practise reading and spelling this week's common words.	Ask children to do a piece of writing around the current topic.	Ask children to use the word bank they created last week to proofread their own work, focussing on the topic words only.	Work in pairs and proofread each other's sentences together, focussing on topic words.	
Thu	Practise reading and spelling this week's common words.	Practise handwriting using words with the suffixes used so far.	Write sentences using this week's common words.	Read each other's sentences and proofread, focussing on this week's common words.	
Fri	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words p176: nightmare, nightdress, founder.	Write sentences using polysyllabic words.	Read each other's sentences and proofread, focussing on the polysyllabic words.	

<u>Year 1</u>

Disas	0.00								
	6 Week 9: tives and criteria for success	r.							
		 i mon words best, bad, tea, top, fell, box, sleep Ye	ar 2 CEWs. (-p179.)						
Teach	Teach how to add the 'est' suffix p171.								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Practise reading and spelling words with the suffixes learned so far.	Teach reading and spelling the common words best, bad, tea, top, fell, box, sleepYear 2 CEWs. (-p179)- Ask the children if they need to use any of the Memory strategies to help them. Teach superlative adjectives, for example, biggest, tallest, smallest, coldest. Superlatives describe the most cold, tall, big, etc. something can be.	Show children pictures of landscapes and ask them to think of superlatives. For example, the North Pole is the coldest place on earth.	Write sentences using these to describe the weather.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise reading and spelling this week's common words.	Look at what happens when adding the suffix 'est' to the spellings of the base words p189–90. Do any of the base words change?	Do Word sort activity p172, for words with 'est' suffix.	Play Add Race p173, using 'est' suffix.					
Wed	Practise reading and spelling this week's common words.	Teach children how to use superlatives to describe people. Choose someone they all know and describe them using a superlative.	Give children a range of emotions to act out: grumpy, sad, happy, lonely, hungry. Get the children to look at each other and choose who has acted the grumpiest, the saddest etc.	Ask children to write sentences describing people in their family using superlatives.					
Thu	Practise reading and spelling this week's common words.	Teach children how to use superlatives to describe objects/buildings. Model writing a sentence and then proofreading it to check the suffix 'est' has been added correctly.	Children write sentences about objects in their classroom, or their school, using superlatives.	In pairs ask children to proofread their work and check they have added the 'est' suffix correctly.					
Fri	Practise reading and spelling this week's common words.	Practise diagonal joins to letters, for example, <i>er</i> , <i>est</i> .	Children make up their own superhero and draw a picture.	Write sentences describing their superhero using superlatives.					

Phase	6 Week 10:								
	Objectives and criteria for success:								
	Feach the spelling guideline 6 p188.								
Teach	Teach elisions or contractions using the common words that's, I've, let's, there's, he's, we're, couldn't (spelling guideline 6 p188).								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Review what they learned about the 'est' suffix.	Teach children that we sometimes shorten words in speech and there is a way to write this in a text. Give the example I am which becomes I'm. Explain that the apostrophe marks the place where letters are left out. Teach reading and spelling the common words that's, I've, let's, there's, he's, we're, couldn't p179. Ask the children if they need to use any of the Memory strategies to help them.	Handwriting practise using this week's common words, concentrating on how to write apostrophes.	Ask children to look through books and find examples of contractions from the text.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise writing the contracted words from yesterday, putting the apostrophe in the correct place.	Ask children to say the following sentences: I cannot go to the park. He is sad. They are too small. We are lucky. There is a new teacher in school. I have a new toy. Teach the children how to re-write the contracted words and discuss where to add the apostrophe.	Model how to identify and change the words which can be contracted. Discuss where the apostrophe goes by swapping the letters which are left out for an apostrophe.	Ask children to rewrite some of the sentences using contractions.					
Wed	Practise reading and spelling this week's common words.	Using this week's common words ask the children to write the words without the contractions. What would the two full words be?	Give children a text and ask them to change the text from a full version to contracted version, for example, from I am to I'm. See Appendix 9.	In pairs ask the children to proofread their writing, checking for correct contractions.					
Thu	Practise reading and spelling this week's common words.	Teach other examples of contracted words: I'll, she'll, he'd, they've.	Use these words to write sentences.	Practise reading their sentences fluently.					
Fri	Practise reading and spelling this week's common words.	Review the other use of apostrophes – possession. How is this different from contractions?	Do Learning words Routine B activity p182, using this week's common words.	Play Countdown p86, using the full version of this week's common words and asking children to write the contracted version.					

Phase 6 Week 11:

Object	ives and criteria for success:				
Learn	and practise spelling of com	mon words clothes, birds, plants, trees, eggs, lo	oks Year 2 CEWs. (-p179) .		
Teach	how to add the 's/es' suffix a	as plurals p171.			
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about contractions.	Teach reading and spelling the common words clothes, birds, plants, trees, eggs, locksYear 2 CEWs. (-pp179.) Ask the children if they need to use any of the Memory strategies to help them. Teach the meaning of plurals: one cup/ two cups, one hat/ two hats.	Practise changing words from singular to plural and discuss the difference in pronunciation.	Write sentences using this week's common words.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Teach the children that changing from singular to plural doesn't always mean adding an 's'. Investigate the spellings when changing singular to plural: one shoe/two shoes, one baby/two babies. What are the rules?	Practise changing the following words from singular to plural: using the rules: fly, cake, book, puppy.	Write a shopping list using plurals.	
Wed	Practise reading and spelling this week's common words.	Teach what happens to words ending in ch/sh/tch.	Practise changing the following from singular to plural: bush, church, match, toothbrush.	Use this week's common words to find the singular of the nouns.	
Thu	Practise reading and spelling this week's common words.	Teach the children that there are exceptions to the rule. Some nouns, known as uncountable nouns, don't change at all, for example, one sheep/two sheep, one fish/ two fish.	Do Word sort activity p172, for words with 'es/s' suffix.	Do Add race activity p173, for words with 'es/s' suffix.	
Fri	Practise reading and spelling this week's common words.	Teach children that some words change altogether when they are plurals, for example, one child/two children, one person/ two people.	Do Word sort activity p172, for words with 'es/s' suffix.	Do Add race activity p173, for words with 'es/s' suffix.	

Phase 6 Week 12:

<u>Year 1</u>

Object	ives and criteria for success:							
	Learn and practise spelling of common words told, hot, book, cold, park, dark<u>Year 2 CEWs. (</u>-p179<u>)</u>.							
Teach	Teach how to add the 's/es' suffix verb endings p171.							
	Teach spelling guideline 2 p187.							
	Revisit and Review	Teach	Practise	Apply	Assessment			
Mon	Review what they learned about plurals last week.	Teach them that the rules for plurals apply for certain verb endings, for example, I eat/he eats. I push/she pushes. Practise changing from I to he/she/it and check the spelling patterns are the same as for plurals.	Investigate whether the rules are the same for adding the 'es'/s' suffix when changing verb endings.	Change the following from I to she/he I hurry, I feel, I brush, I cry.	Children can read a text fluently. Children are able to spell words accurately when			
Tue	Teach reading and spelling the common words told, hot, book, cold, park, dark p179. Ask the children if they need to use any of the Memory strategies to help them.	Teach how to write about something that someone else (or a group of people) is doing. Ask a child or Teaching Assistant to do something, for example, he/she sits or dances, and children write down what they have seen. Model proofreading to check the use of the 'es/s' suffix is correct.	Children work in pairs. One acts something out and the other writes down what they are doing, then vice versa.	In pairs the children proofread their writing to check their use of the 'es/s' suffix is correct.	using the phonemes and spelling rules taught so far.			
Wed	Practise reading and spelling this week's common words.	Practise handwriting: horizontal joins to letters with ascenders, for example, <i>ol, wh, ot,</i> including this week's common words.	Do Word sort activity p172, for words with 'es/s' suffix.	Do Add race activity p173, for words with 'es/s' suffix.				
Thu	Practise reading and spelling this week's common words.	Teach the spelling rules with words starting with 'w' followed by the 'o' phoneme: was, wallet, watch, wander. See guideline 2 on p187.	Dictate the following words to the children and ask them to write them using what the spelling rule: want, wash, what.	Children write sentences using these words.				
Fri	Practise reading and spelling this week's common words.	Teach the spelling rules with words starting with 'qu' or 'squ' followed by the 'o' phoneme: quad, squash, quantity. See guideline 2 on p187.	Dictate the following words to the children and ask them to write them using the appropriate spelling rule: quarrel, quality, squad.	Children write sentences using these words.				

Phase 6 Week 13:

Objectives and criteria for success:

	spelling guideline 3 p187. Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they have learned about the 'es/s' suffix.	Teach reading and spelling the common words why, white, end, than, sun, across p179-Year 2 CEWs. Ask the children if they need to use any of the Memory strategies to help them. Teach how to proofread and correct a piece of writing with mistakes in plurals and verb endings.	Ask the children to check a piece of writing with mistakes in verb endings and plurals.	Write sentences using this week's common words.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Do a running dictation from a piece of writing using all suffixes covered so far in Phase 6. See Appendix 8.	Check and mark together at the end.	Practise reading the corrected text with expression and fluency.	
Wed	Practise reading and spelling this week's common words.	Teach the spelling guideline 1 p187.	Orally give children words containing the 'oi' and 'ai' sounds, some with suffixes, some without, and ask them to write them with the correct spelling.	In pairs check and discuss the spellings.	
Thu	Practise reading and spelling this week's common words.	Teach the spelling rules with words starting with 'w' and followed by 'ur' sound. See guidelines 3 on p187: work, word, worm, worship, worth.	Handwriting practise using the words work, word, worm, worship, worth.	Write sentences using these words.	
Fri	Practise reading and spelling this week's common words.	Teach how to spell words with the 'ur' sound checking the rule about the words that start with 'w'.	Do Word sort activity p172, for words with 'ur' sound.	Play Countdown p86, using this week's common words.	

Object Learn	how to add the 'ly' suffix as	non words gone, please, ever, miss, suddenly p p171.			
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about the spelling of the 'ur' sound.	Teach reading and spelling the common words gone, please, ever, miss, suddenly p179Year 2 CEWs. Ask the children if they need to use any of the Memory strategies to help them. Teach the 'ly' suffix when added to an adjective to make an adverb. What does the 'ly' do to the word? It describes the way something is happening p190, for example, suddenly, safely, loudly, quietly.	Read the children the following sentence: Quietly, the man walked into the room. Ask the children to swap 'quietly' for another adverb. Discuss how it changes the meaning.	Children write sentences describing the way someone is moving.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Investigate how the base word changes when the 'ly' suffix is added.	Do Word sort activity p172, for words with 'ly' suffix.	Do Add race activity p173, for words with 'ly' suffix.	
Wed	Practise reading and spelling this week's common words.	Can you add 'ly' to any adjective? Investigate.	Use hall/playground space to practise adverbs. Ask the children to travel round the space in a particular way, for example, slowly, quickly, happily, heavily, badly.	Children work in small groups and take it in turns to give ways to travel round the playground using adverbs. The others in the group follow the instructions.	
Thu	Practise reading and spelling this week's common words.	Teach the children how to use a spell checker on a prepared word document. Discuss how to choose, if there is a list of words to choose from.	Give children a prepared text and ask them to identify the mistakes and correct using a spell checker. Use Appendix 10.	Ask the children to write their own sentences on the computer and check any spellings which are incorrect.	
Fri	Practise reading and spelling this week's common words.	Model reading a text where the spell checker has been used incorrectly so the sentences don't make sense, for example, I where a pear of glasses. I red a book last knight. What went wrong? See Appendix 11 for more examples.	Ask children to work in pairs. Give each pair a sentence or caption where the spell checker has been used incorrectly and ask them to identify and change the mistakes.	Ask children to find the mistakes in sentences and correct.	

	e 6 Week 15:							
	tives and criteria for success		170 Voor 2 CEW/s					
	Learn and practise spelling of common words cat, after, much, most, tell, boat, let p179.Year 2 CEWs. Feach how to add the 'ly' suffix p171.							
readin	Revisit and Review	Teach	Practise	Apply	Assessment			
Mon	Review what they learned about the 'ly' suffix.	Teach reading and spelling the common words cat, after, much, most, tell, boat, let p179.Year 2 CEWs. Ask the children if they need to use any of the Memory strategies to help them. Teach 'ly' which changes nouns into time adverbials such as, week/weekly, month/monthly, etc Do the same spelling rules apply? (Yes)	Ask the children to think of other time adverbials. List on the board: hourly, annually, daily.	Use the time adverbials to write sentences.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.			
Tue	Practise reading and spelling this week's common words.	Teach 'ly' which changes nouns into adjectives such as, friend/friendly, mother/motherly.	Ask the children to think of other nouns which can be changed into adjectives by adding the 'ly' suffix. List on the board: homely, brotherly.	Use these adjectives to write sentences.				
Wed	Practise reading and spelling this week's common words.	Do a dictation using words with the 'ly' suffix and proofread.	Do Word sort activity p172, for words with 'ly' suffix.	Do Add race activity p173, for words with 'ly' suffix.				
Thu	Practise reading and spelling this week's common words.	In teams do a running dictation using words with the 'ly' suffix. See Appendix 8.	Do Word sort activity p172, for words with 'ly' suffix.	Do Add race activity p173, for words with 'ly' suffix.				
Fri	Practise reading and spelling this week's common words.	Practise handwriting: diagonal joins to letters with ascenders, for example, <i>ab, ul, it</i> .	Do Learning words Routine A activity p181, using this week's common words.	Play Countdown p86, using this week's common words.				

Phase	e 6 Week 16:				
Object	tives and criteria for success:				
Learn	and practise spelling of com	non words every, stop, right, sea, began, feet p	1 79. Year 2 CEWs.		
Teach	how to use a dictionary p186				
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about the 'ly' suffix.	Teach reading and spelling the common words every, stop, right, sea, began, feet p179. Year 2 CEWs. Ask the children if they	Children work in pairs to put the following words in alphabetical order: slowly,	Ask children to put the following common words in alphabetical	Children can read a text fluently.
		need to use any of the Memory strategies to help them.	quietly, sadly, roughly.	order: began, boy, baby, better, birds, before, boat, book,	Children are able to spell words accurately when using the phonemes and
		Teach children how to put words in alphabetical order using this week's common words. Discuss what to do about sea and stop as they both start with the same letter.		best, better, box. Discuss any they found difficult.	spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Teach children how to use a dictionary. Talk about how it is used to find both spellings and meanings (definitions). Discuss what to do if they can't find it (have they got the spelling right?).	Give children in pairs a dictionary and write a word on the board. Ask them to find the word and tell you the page number it's on.	Ask children in pairs to find given words in the dictionary and write the page number.	
Wed	Practise reading and spelling this week's common words.	Ask the children to stand in alphabetical order. Discuss strategies for doing this.	Children put days of the week in alphabetical order.	Ask children to list their friends and family members and put their names in alphabetical order.	
Thu	Practise reading and spelling this week's common words.	Give children a list of topic words and ask them to put them into alphabetical order. Ask them to check with a partner if they are in the same order. Discuss any they found difficult.	Show how to make a mini picture dictionary using the topic words.	Children make their own picture dictionary using the topic words they have put in alphabetical order.	
Fri	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Give children a list of words to find in the dictionary and write the definition in their books.	Practise reading topic words.	

<u>Year 1</u>

	Phase 6 Week 17:								
	Objectives and criteria for success:								
	earn and practise spelling of common words around, great, duck, horse, rabbit, small p179.Year 2 CEWs.								
	Teach how to add the 'y' suffix p171.								
Teach	each spelling guideline 4 p187.								
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Give the children five words to put into alphabetical order.	Teach reading and spelling the common words around, great, duck, horse, rabbit, small p179Year 2 CEWs. Ask the children if they need to use any of the Memory strategies to help them. Teach 'y' suffix to turn a noun into an adjective, such as, bony, hairy, nosy, mouthy, leggy, cheeky. (Usually means too much, or more of something.)	Ask the children to think of other words with the 'y' suffix: sunny, funny, smelly.	Ask children to write sentences describing something using the 'y' suffix words.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise reading and spelling this week's common words.	Investigate spellings with adding 'y' p190. What are the spelling rules?	Do Word sort activity p172, for words with 'y' suffix.	Do Add race activity p173, for words with 'ly' suffix.					
Wed	Practise reading and spelling this week's common words.	Discuss strategies for children who are stuck. What can children do before asking someone for help? List ideas.	Make a poster of the learning str	ategies. See p192.					
Thu	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Do Word sort activity p172, for words with 'y' suffix.	Do Add race activity p173, for words with 'ly' suffix.					
Fri	Practise reading and spelling this week's common words.	Teach spelling guideline 4 p187. The 'or' sound before the letter 'l' is usually spelled with an 'a': all, call, ball, also, always.	Do Word sort activity p172, for words with 'or' sound.	Write sentences using the words from spelling guideline 4.					

Phase 6 Week 18:

	Objectives and criteria for success: Learn and practise spelling of common words giant, use, along, grow, sat, window Year 2 CEWs-p179, and polysyllabic words importantly, especially, confidently,								
	immediately p176. Teach spelling guideline 1 p187.								
Teach		Teach	Desisting	Arrish					
	Revisit and Review	Teach	Practise	Apply	Assessment				
Mon	Review the strategies on the poster they made last week.	Teach reading and spelling the common words giant, use, along, grow, sat, window p179Year 2 CEWs. Ask the children if they need to use any of the Memory strategies to help them. Practise reading aloud a text using lots of suffixes taught so far. Discuss reading strategies such as, context, punctuation, inference, prior knowledge, interrogating text, mental images, summarising. See p169.	Give children a text to read and ask them to underline parts of the text they don't know and discuss strategies they could use with a partner.	Encourage children to use word logs/ dictionaries to help them with words they don't know.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.				
Tue	Practise reading and spelling this week's common words.	Go over reading strategies from yesterday and do a shared read. Discuss any difficult words and talk about strategies they could use.	Children read their own books and work together to tackle problem words.	Use topic words and play Take it apart and put it back together activity p178.					
Wed	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Children write sentences using this week's common words.	Read each other's sentences using the strategies they have learned.					
Thu	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words: importantly, especially, confidently, immediately. See p175.	Play Clap and count p176, using today's polysyllabic words.	Look up the polysyllabic words in the dictionary.					
Fri	Practise reading and spelling this week's common words.	Teach spelling guideline 8 on p188.	Do Learning words Routine A activity p181, using this week's common words.	Practise reading topic words.					

	e 6 Week 19:				
Object	ives and criteria for success:				
		non words really, baby, floppy, door, boy p179 <u>Y</u>	<u>ear 2 CEWs</u> , and polysyllabic wo	rds homelessness, hopel	essness, forgetfulness p176.
Teach	how to add the 'ness' suffix				
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review the strategies on the poster from last week,	Teach reading and spelling the common words really, baby, floppy, door, boy p179.Year 2 CEWs. Ask the children if they need to use any of the Memory strategies to help them. Teach suffix 'ness' which turns an adjective into a noun which describes the state or condition of something p189: happiness, silliness, sadness.	Ask the children to think of other words with the 'ness' suffix: darkness, loneliness, sickness, fondness, tiredness.	Write sentences using words with the 'ness' suffix.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Investigate how adding the 'ness' suffix changes the spelling of the base word p190.	Do Word sort activity p172, for words with 'ness' suffix.	Do Add race activity p173, for words with 'ness' suffix.	
Wed	Practise reading and spelling this week's common words.	Investigate whether you can add 'ness' suffix to any adjective. (No). Sort into words that make sense and those that don't using prior knowledge and dictionaries: happiness, fruitness, coldness, headness. Explain why some of these words don't work.	Do Word sort activity p172, for words with 'ness' suffix.	Do Add race activity p173, for words with 'ness' suffix.	
Thu	Practise reading and spelling this week's common words.	Teach children how to find words in the dictionary with the 'ness' suffix. Explain that the word doesn't have an entry of its own in the dictionary.	Practise using a dictionary to look up words with 'ness' suffix.	Do Learning words Routine A activity p181, using this week's common words.	
Fri	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words: homelessness, hopelessness, forgetfulness p175.	Write sentences using this week's common words.	Do Learning words Routine B activity p182, using this week's common words.	

	e 6 Week 20:				
	tives and criteria for success				
Learn	and practise spelling of com	mon words food, fox, way, room, these p179Yea	ar <u>2 CEWs</u> , and polysyllabic words	enormous, terrific, horrif	ic, fantastic p176.
Teach	spelling guideline 7 p188.				
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about the 'ness' suffix.	Teach reading and spelling the common words food, fox, way, room, these p179Year <u>2 CEWs</u> . Ask the children if they need to use any of the Memory strategies to help them. Teach spelling guideline 7 p188, about there. Link to words here, where. All these words are concerned with place.	Dictate sentences to the children containing there.	Children write sentences using there.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Teach spelling guideline 7 p188, about their. Link to words they, them. All these words are related in meaning (plural person).	Write sentences on the board for children to read and ask them to choose which spelling of there/their fits in the sentence. Discuss why.	Ask the children to read sentences and choose the correct spelling of there/their.	
Wed	Practise reading and spelling this week's common words.	Teach spelling of they're which has the same pronunciation of there/their. Remind children about the contractions they met in week 10.	Write sentences on the board for children to read and ask them to choose which spelling of there/their/they're fits in the sentence. Discuss why.	Ask the children to read sentences and choose the correct spelling of there/their/they're.	
Thu	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Do Learning words Routine B activity p182, using this week's common words.	Children read each other's sentences and check for the correct spelling.	
Fri	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words enormous, terrific, horrific, fantastic p175.	Play Clap and count p176, using today's polysyllabic words.	Write sentences using today's polysyllabic words.	

Phase	6 Week 21:				
Object	ives and criteria for success	:			
		mon words car, three, head, king, town p179. <u>Ye</u>	ear 2 CEWs.		
Teach	how to add the 'ment' suffix				1
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what children learned about the different spellings of there/their/they're.	Teach reading and spelling the common words car, three, head, king, town p179 <u>Year</u> <u>2 CEWs.</u> . Ask the children if they need to use any of the Memory strategies to help them. Teach children the suffix 'ment' used to turn a verb into a noun p189.	Use dictionary to look up the following words: development, entertainment, enjoyment, amusement, employment, payment, advertisement.	Find and write definitions for three words with the 'ment' suffix.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Investigate the spelling patterns when adding the 'ment' suffix.	Play Clap and count p176, using words with the 'ment' suffix.	Do Learning words Routine B activity p182, words with the 'ment' suffix.	
Wed	Practise reading and spelling this week's common words.	Practise handwriting using words with the 'ment' suffix.	Do Take it apart and put it back together p178, with words with the 'ment' suffix.	Do Words in words activity p175, with words with the 'ment' suffix.	
Thu	Practise reading and spelling this week's common words.	Teach children how to use the words in sentences. Use the definitions from Monday's activity and discuss meanings. Model sentences.	Ask children in pairs to read their definitions from Monday and orally put the words into sentences.	Write sentences using the words with the 'ment' suffix.	
Fri	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Write sentences using as many of this week's common words as possible.	Read each other's sentences.	

Phase	6 Week 22:				
Object	ives and criteria for success:		0.0511/		
	and practise spelling of comination to add the 'ful' suffix p1	mon words each, its, green, girl, which p179.<u>Ye</u> 71.	ar 2 CEWs.		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Go through all suffixes learned so far in Phase 6 in a Quickwrite game (see Phase 4 p117).	Teach reading and spelling the common words each, its, green, girl, which Year 2 <u>CEWsp179.</u> Ask the children if they need to use any of the Memory strategies to help them. Teach 'ful' suffix to turn a noun into an adjective meaning full of/lots of something p189–90: restful, hopeful, playful.	Think of other words they know with 'ful' suffix, for example, wonderful, mouthful, careful.	Look up three words with the 'ful' suffix in the dictionary and write the definitions in their books: wonderful, painful, powerful.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Teach children the pattern, someone who is full of power is, someone who is full of pain is etc.	Give children sentences to complete: someone who is full of peace is, Someone who is full of beauty is	Give children the following words: careful, hopeful, painful, and ask them to write their own definitions	
Wed	Practise reading and spelling this week's common words.	Investigate spelling patterns when adding 'ful' to a base word. What happens to the word 'full'? What are the rules?	Do Word sort activity p172, for words with 'ful' suffix.	Do Add race activity p173, for words with 'ful' suffix.	
Thu	Practise reading and spelling this week's common words.	Teach children how to use the words in sentences. Use the definitions from Monday's activity and discuss meanings. Model sentences.	Ask children in pairs to read their definitions from Monday and orally put the words into sentences.	Write sentences using the words with the 'ful' suffix.	
Fri	Practise reading and spelling this week's common words.	Model using a spell checker on words with the suffixes spelled incorrectly. Focus on suffixes used recently: ful, ment and ness.	Ask children to look at a text on the computer, identify the spelling mistakes and correct using the spell checker. See Appendix 12/13.	Print off and proofread in pairs.	

Dhace	6 Week 23:				
Object	ives and criteria for success:		0.0514		
		non words wind, wish, fly, only, place p179.<u>Yea</u>	<u>r 2 CEWs.</u>		
Teach	children how to add the 'less		Dresties	Annh	
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about the 'ful' suffix.	Teach reading and spelling the common words wind, wish, fly, only, place Year 2 <u>CEWs. p170</u> . Ask the children if they need to use any of the Memory strategies to help them. Teach the suffix 'less' to turn a noun into an adjective: careless, painless, hopeless.	Compare to 'ful'. Can you use the same base words? For example powerful and powerless, but there is no beautiless.	Look up three words with the 'less' suffix in the dictionary and write the definitions in their books: useless, homeless, restless.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Teach children the pattern: Someone who has no hope is, Someone who is the opposite of careful is,	Give children sentences to complete: Something that isn't painful is, Something that has no use is	Give children the following words: restless, powerless, penniless, and ask them to write their own definitions.	
Wed	Practise reading and spelling this week's common words.	Investigate spelling patterns when adding 'less' to a base word.	Do Word sort activity p172, for words with 'less' suffix.	Do Add race activity p173, for words with 'less' suffix.	
Thu	Practise reading and spelling this week's common words.	Teach children how to use the words in sentences. Use the definitions from Monday's activity and discuss meanings. Model sentences.	Ask children in pairs to read their definitions from Monday and orally put the words into sentences.	Write sentences using the words with the 'less' suffix.	
Fri	Practise reading and spelling this week's common words.	Children complete blank spaces using base word and adding 'ful' or 'less' to make positive or negative words. Put cross where the word doesn't exist. See Appendix 14.	Write a sentences using as many of this week's common words as possible.	Read each other's sentences.	

	e 6 Week 24:				
Learn	tives and criteria for success and practise spelling of com children how to add the 'en'	mon words mother, queen, fast, dog p179. <u>Year</u>	<u>2 CEWs.</u>		
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about the 'less' suffix.	Teach reading and spelling the common words mother, queen, fast, dogYear 2 CEWs p179. Ask the children if they need to use any of the Memory strategies to help them. Teach children the suffix 'en' which turns adjectives into verbs such as, flat/flatten, soften, loosen, tighten, fatten. Ask the children to try to explain what is happening to the base word; how is the meaning changing?	Find other words with the 'en' suffix.	Look up the following words in the dictionary: flatten, tighten, soften.	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.
Tue	Practise reading and spelling this week's common words.	Investigate the spelling pattern when adding 'en'.	Do Word sort activity p172 for words with 'en' suffix.	Do Add race activity p173, for words with 'en' suffix.	
Wed	Practise reading and spelling this week's common words.	Teach children how to use the words in sentences. Use the definitions from Monday's activity and discuss meanings. Model sentences.	Ask children in pairs to read their definitions from Monday and orally put the words into sentences.	Write sentences using the words with the 'en' suffix.	
Thu	Practise reading and spelling this week's common words.	Practise handwriting with this week's common words.	Do Learning words Routine A activity p181, using words with the 'en' suffix.	Do Learning words Routine B activity p182, using this week's common words.	
Fri	Practise reading and spelling this week's common words.	Add the 'en' suffix to the following base words: tough, straight, moist.	Look up the meaning of the words and put them into sentences.	Read each other's sentences.	

Phase Six -Appendices

All these Appendices (with the exception of Appendix 8) can be photocopied and given out to the children as activity sheets. Alternatively, you can <u>edit and adapt them from the versions</u> on the CD to suit your own teaching style and needs, and print off your personalised versions. There are also additional activities in the SFA Phonics Handbooks that can be used and edited for these challenges.

> Appendix 1 Explanation of the suffixes taught in Phase 6 Appendix 2 Suffix lists (examples) Appendix 3 Converting present tense to past tense (regular) Sorting long and short vowel sounds Appendix 4 Appendix 5 Converting past tense to present tense (regular verbs) Appendix 6 Convert present simple to present continuous Appendix 7 Identify 'ing' suffixes Appendix 8 Running dictation Appendix 9 Change full words to contracted versions Reading, checking and marking work Appendix 10 Appendix 11 Spell checking Appendix 12 Correct spelling mistakes in suffixes Appendix 13 Correct more spelling mistakes in suffixes

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Appendix 14	Adding the suffixes 'ful' and 'less'
Appendix 14A	Writing sentences

<u>Year 1</u>

Appendix 1 – Explanation of the suffixes taught in Phase 6

	Suffix	Base word	Base word and suffix
1	s/ es	Singular noun	Plural
		dress, pot, leaf	dresses, pots, leaves
2		Verb (I)	Verb (he, she, it)
		eat, drink, push, go	eats, drinks, pushes, goes
3	ed	Simple present tense	Simple past tense (regular verbs)
		want, live, shred	wanted, lived, shredded
4	ing	Simple present tense	Present continuous tense
		hope, hop, cry	hoping, hopping, crying
5	er	Adjective	Comparative adjective
		big, hairy, cold	bigger, hairier, colder
6		Verb	Noun
		run, read, listen	runner, reader, listener
7	est	Adjective	Superlative
		big, hairy, cold	biggest, hairiest, coldest
8	ness	Adjective	Noun (describing state, condition or quality)
		happy, kind, cold	happiness, kindness, coldness
9	ment	Verb	Noun (describing condition, result or act of doing something)
		agree, entertain, amaze	agreement, entertainment, amazement
10	у	Noun	Adjective
		hair, bone	hairy, bony
11	ly	Adjective	Adverb
		kind, loud, sudden	kindly, loudly, suddenly
12		Noun	Adverb
		week, time	weekly, timely
13	ful	Noun	Adjective
		thought, hope, taste, power	thoughtful, hopeful, tasteful, powerful
14	en	Adjective	Verb
		flat, loose, soft	flatten, loosen, soften
15	less	Noun	Adjective
		power, fear, hope, penny	Powerless, fearless, hopeless, penniless

<u>Year 1</u>

1 s/es	2 s/es	3 ed	4 ing	5 er	6 er
thoughts	thinks	looked	caring	bigger	reader
leaves	goes	stopped	wasting	hairier	runner
books	sees	landed	flying	whiter	listener
tables	has	worried	hoping	nicer	teacher
legs	is	waved	hopping	funnier	worker
hairs	pushes	ripped	getting	taller	rider
brushes	cries	played	feeling	fatter	player
tins	feels	suggested	carrying	thinner	carer
glasses	gets	faked	biting	richer	ruler
7 est	8 ness	9 ment	10 y	11 ly	12 ly
biggest	happiness	development	smelly	kindly	weekly
hairiest	emptiness	enjoyment	hairy	loudly	hourly
smelliest	silliness	employment	bony	suddenly	monthly
tallest	sadness	amusement	nosy	sweetly	yearly
fattest	kindness	agreement	cheeky	quietly	daily
richest	coldness	entertainment	sunny	carefully	annually
smallest	tenderness	amazement	funny	blindly	fortnightly
loneliest	weakness	payment	fatty	bravely	
thinnest	goodness	disagreement	noisy	openly	
13 ful	14 en	15 less		• • •	·
careful	flatten	penniless	-		
fearful	loosen	hopeless			
beautiful	lessen	fearless			
thoughtful	tighten	useless			
tasteful	fatten	clueless			
hopeful	soften	helpless			
powerful	lengthen	endless			
dreadful	shorten	thoughtless			
wonderful		brainless			

Appendix 2 – Suffix Lists (examples)

Appendix 3 – Converting present tense to past tense (regular) © LCP 2007 Copies may be made within the purchasing institution only 130

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ed 19a
2

Appendix 4 – Sorting long and short vowel sounds

Put the following words in the correct box

rain	shine	go	pat	shout	tell	boast	tip	light	reach
------	-------	----	-----	-------	------	-------	-----	-------	-------

fly	show	cost	find	bite	fit	lift	flap
-----	------	------	------	------	-----	------	------

soak feel boil trail frown felt sit stop

Appendix 5 - Converting past tense to present tense (regular verbs) I walked to the park and played on the swings. I shouted to my friend and she skipped over to the play area. I wanted an ice-cream and I poured strawberry sauce over it. It tasted Formatted: Font: XCCW Joined 19a delicious!

I cycled home on my friend's bike.

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Appendix 6 – Convert present simple to present continuous

We go to the shops on the bus. In town people look in the windows and talk about the clothes they like.

My sister goes to the cinema. She watches a film and eats popcorn.

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My brother skates around the park. He jumps over railings and crashes into bushes.

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Appendix 7 – Identify 'ing' suffixes

For my birthday I asked Dad if he would mind buying me a ring. We went to the shops and I was looking in the window and pointing with my finger, when suddenly my sister appeared running. She told Dad not to buy me anything. I was feeling angry but then she told me it was because she was making me a necklace! I was happy on my birthday! Formatted: Font: XCCW Joined 19a Formatted: Justified

Words spelled with 'ing'.	Words with the 'ing' suffix	Formatted: Font: XCCW Joined 19a, Underline
	added.	

Appendix 8 – Running Dictation

In a running dictation you divide children into small groups. You stick the focus text outside the room (or somewhere where they aren't all able to read it) and then the children take it in turns in their groups to run out and memorise as much of the text as possible.

They run back into the room and write all they can remember. The next child in the group reads what they've written so far and then goes out and tries to memorise the next part.

They continue this until they have copied the whole text. While the other members of the group are waiting their turn they proof read the text and check it makes sense and has the correct spelling.

Afterwards the children can share their strategies for remembering the words/sentences/spellings. Go through the texts and look for common problems or mistakes.

Appendix 9 – Change full words to contracted versions

I am very tired today. Me and my family have just got home. We have been at Crealy theme park today. My brother is happy because he is going again next week with his friends. They have been three times this summer! My sister is angry because she is working early tomorrow and it is very late now.

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Appendix 10 – Reading, checking and marking work I have a Barbie doll. She is very pretty but my friend's doll is prettyer. I told my Mum I wantid a new one and she sayed it was too much money and I haved to wait until my birthday.	Formatted: Font: XCCW Joined 19a Formatted: Justified
My auntie lives in the tallist tower block in her city. She is always makeing cakes. I like siting on her balcony, eatting her cakes and listening to her stories.	Formatted: Font: XCCW Joined 19a Formatted: Justified
The little girl on the TV is the thinest person I have ever seen. She lives in a poor country where many people are starveing. I feeled bad and I askt my teacher if we could help.	Formatted: Font: XCCW Joined 19a Formatted: Justified

Appendix 11 – Spell checking

I died my hare.	Ewe and eye.	Formatted: Font: XCCW Joined 19a
They're is a plaice two go.	Down the stares.	Formatted: Font: XCCW Joined 19a
It is reigning.	I can sea you.	Formatted: Font: XCCW Joined 19a
My garden is sew big.	Can I have a peace of cake?	Formatted: Font: XCCW Joined 19a
Are you shore?	I can't fined it.	Formatted: Font: XCCW Joined 19a
Sun where out their.	Take a bough.	Formatted: Font: XCCW Joined 19a
I eight my breakfast.	Don't brake my toy!	Formatted: Font: XCCW Joined 19a
How much does this way?	One, too, three, for.	Formatted: Font: XCCW Joined 19a

Appendix 12 – Correct spelling mistakes in suffixes	Formatted: Left
I am hopefull that it will be sunny tomorrow.	Formatted: Font: XCCW Joined 19a
There is some entertainmunt at the theatre.	Formatted: Font: XCCW Joined 19a
The darknes scares her.	Formatted: Font: XCCW Joined 19a
He spoke with a mouthfule of food.	Formatted: Font: XCCW Joined 19a
The paymennt was late.	Formatted: Font: XCCW Joined 19a
Homelessnes is a big problem in London.	Formatted: Font: XCCW Joined 19a
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Appendix 13 – Correct more spelling mistakes in suffixes

'Be carefull' shouted Tom. 'You should walk slowlee across the bridge because it is the oldist bridge in town.' Just then I slipt over and scratchd my leg. 'I told you so' Tom yelld laughin at me. 'Don't laugh, I'm haveing a bad day and I feel like criing.' Tom said sorry and gave me a pat on the back. We walkd home a different way.

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Appendix 14 – Adding the suffixes 'ful' and 'less'

Use the base words below to add the suffixes 'ful' and 'less'. Which ones work? Put a cross if the word does not exist.

Base word	Adjectives		
	Positive	Negative	
beauty	beautiful	X	
	careful		
brain	X	brainless	
hope			
peace			
use			
	harmless	harmful	
pain			
penny			
power			
	thoughtful	thoughtless	

NB not all suffixes mean the same in terms of positive and negative; see pain as an example.

Appendix 14A – Writing Sentences

Now write 5 sentences using some of the adjectives you made in Appendix 14.