



LCP Trimley St Mary's Letters and Sounds

Phonics Planning

Day-by-Day Lesson Plans Our complete systematic synthetic phonics teaching programme based on Letters and Sounds
Day-by-Day Lesson Plans

CONTENTS

Author's
Note/Introduction
Overview

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Phase 1
Phase 2
Phase 3
Phase 4
Phase 5
Phase 6
Phase 6 Appendices

Quick CD installation instructions
1. Insert the CD into your CD drive. The CD will start automatically.

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Trimley St Mary Phonics

Year 1

LCP Trimley St Mary - Phonics Planning

Day by Day Lesson Plans based on Trimley St Mary's
Letters and Sounds

AUTHOR'S NOTE Introduction

~~This document is a complete systematic synthetic phonics teaching programme and planning tool for teachers who are teaching phonics. It develops the excellent principles and practice it contains into manageable, day-by-day lesson plans. At Trimley St Mary, we supplement these plans with SFA teaching and learning approaches and associated pedagogy. SFA is a validated systematic synthetic phonics (SSP) programme as outlined in accordance with new DfE guidelines. What is LCP Phonics Planning? It is not a phonics teaching scheme. Indeed I have assumed that you already have such a scheme in your school, for example, LCP Phonics. There are many other commercially produced schemes available. LCP Phonics Planning is a planning tool for teachers who are teaching phonics using the Letters and Sounds document from the DfES (now the DCSF). It grew out of my own attempts to get to grips with Letters and Sounds and to~~

~~develop the excellent principles and practice it contains into manageable, day-by-day lesson plans.~~

~~This is a guide, and as such should be used with flexibility and at a pace which is appropriate to each group or class. Everything in this book is included on the accompanying CD in Word format, so you staff can customise these plans to suit your own requirements, teaching style and pace, and the abilities of your children.~~

~~Each activity refers to the page number in the Trimley St Mary's Letters and Sounds document. It is important to note that when there is a page number for an activity, for example, teaching how to read a tricky CEW word, the page number will show how to read an example of a CEW tricky word but~~

~~not necessarily the word from the plan. In this case the teacher should follow the principles set out in the document and apply it to the word being taught. This document references previous "high frequency words" but class teachers know to substitute these words with current Common Exception Words (CEWs) relevant to their year group.~~
The end of Phase assessment has been broken down into smaller steps to help teachers assess children's learning as they go. This should not replace the end of Phase assessment, but be a tool to assess the children formatively, and inform teaching.

~~All of the Phases include the high frequency words and tricky words from the lists on page 194 in the document. Also included in Phase 5 and 6 are the 'next 200 common words in order of frequency' from page 195, so all words are covered. These words are not differentiated between tricky or decodable~~

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Trimley St Mary Phonics

Year 1

~~words but referred to simply as high frequency words.~~

The Phase 1 plan follows one aspect a week. 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 *Notes & Guidance* booklet where reference is made to the fact that "it may not be necessary to complete all seven aspects of phase one 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 spend a 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 at using~~ 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 it's 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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LCP Trimley St Mary -
PPhonics Planning
Overview

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Phase	Aspect	Activity
Phase 1	Aspect 1	Environmental Sounds <i>Main purpose:</i> 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 <i>Main purpose:</i> 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 <i>Main purpose:</i> 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 <i>Main purpose:</i> 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 <i>Main purpose:</i> 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 <i>Main purpose:</i> 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 t e p (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, l 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. 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 l ll and ss (set 5) and practise letters/sounds learned so far p51. Teach that ll 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.

Phase	Week	Activity
Phase 3	Week 1	<p>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.</p>
Phase 3	Week 2	<p>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.</p>
Phase 3	Week 3	<p>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.</p>
Phase 3	Week 4	<p>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.</p>

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

* 'Out' is a tricky word in Phase 4 as the 'ou' digraph has not been taught yet.

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

Phase	Week	Activity
Phase 5	Week 5	<p>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.</p>
Phase 5	Week 6	<p><u>Teach new graphemes for reading nk, ow, -y, -y, c (REFER TO SFA PHONICS HANDBOOK FOR ADDITIONAL IDEAS)</u> <u>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</u> <u>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</u> <u>Practise reading and spelling CEWs p141/p148.</u> <u>Practise reading and spelling polysyllabic words p142 and p149.</u> <u>Practise reading sentences p142.</u> <u>Practise writing sentences p149.</u></p>
Phase 5	Week 7	<p><u>Teach new graphemes for reading are, ire, ge/dge, tch, ti/ci (REFER TO SFA PHONICS HANDBOOK FOR ADDITIONAL IDEAS)</u> <u>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</u> <u>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</u> <u>Practise reading and spelling CEWs p141/p148.</u> <u>Practise reading and spelling polysyllabic words p142 and p149.</u> <u>Practise reading sentences p142.</u> <u>Practise writing sentences p149.</u></p>
Phase 5	Week 8 6	<p>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.</p>
Phase 5	Week 7 9	<p>Alternative pronunciations for c and g 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 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.</p>

Phase	Week	Activity
Phase 5	Week 108	<p>Alternative pronunciations for u and ow p136 and p153.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the words one, make, here. p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Teach reading the words again, different p141.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 119	<p>Alternative pronunciations for ie and ea p136.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the word do. p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Teach reading the words thought, any, saw p141.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 120	<p>Alternative pronunciations for er and ch p136.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the words what, please. p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Teach reading the words through, eyes p141.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 131	<p>Alternative pronunciations for a p136</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the word little. p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Teach reading the words work, friends p141.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 142	<p>Alternative pronunciations for y p136.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach reading the words mouse, once, put, could p141.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading sentences p142.</p>

Phase	Week	Activity
Phase 5	Week 15 3	<p>Alternative pronunciations for ou p136.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words many, good, away p141.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 16 4	<p>Alternative pronunciations for e and ey p152–3.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach reading the words laughed, want, over p141.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading sentences p142.</p> <p>Practise writing sentences p149.</p>
Phase 5	Week 17 5	<p>Alternative spellings for ch and j p152–3.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading sentences p142.</p> <p>Teach reading and spelling the words oh, how, did, man p141/148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p>
Phase 5	Week 18 6	<p>Alternative spellings for n, r, m, p154.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the words their, going p148.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 19 7	<p>Alternative spellings for s, z p154.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach spelling the words people, would, or p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p> <p>Practise reading sentences p142.</p>

Phase	Week	Activity
Phase 5	Week 20 18	<p>Alternative spellings for u and ear p154.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach spelling the words Mr, Mrs, took, home p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 21 19	<p>Alternative spellings for ar and ur p155.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach spelling the words looked, who, think p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 22 20	<p>Alternative spellings for air p155.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach spelling the words called, school, didn't p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 23 1	<p>Alternative spellings for or p155.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach spelling the words asked, know, can't, ran p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p> <p>Practise reading sentences p142.</p>
Phase 5	Week 24 2	<p>Alternative spellings for oo, ai p155.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Practise reading and spelling high frequency words p141/148.</p> <p>Teach spelling the words bear, long, things, new p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise writing sentences p149.</p> <p>Practise reading sentences p142.</p>

Phase	Week	Activity
Phase 5	Week 25 3	<p>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.</p>
Phase 5	Week 26 4	<p>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.</p>
Phase 5	Week 27 5	<p>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.</p>
Phase 5	Week 28 6	<p>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.</p>
Phase 5	Week 29 7	<p>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.</p>

Phase	Week	Activity
Phase 5	Week 30 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 31 ²⁹ / 32 ³⁰	Use these two weeks to assess children. Identify any gaps in their understanding and revisit.

Phase 6	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.
Phase 6	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.
Phase 6	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.
Phase 6	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.
Phase 6	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.
Phase 6	Week 6	Teach how to add the 'er' suffix p171. Learn and practise spelling of common words never, next, first, lots, need, fish p179.
Phase 6	Week 7	Teach how to add the 'er' suffix p171. Learn and practise spelling of common words better, under, river p179.
Phase 6	Week 8	Teach children how to proofread p185. Learn and practise spelling of common words gave, may, still, found, say, soon, night p179 and polysyllabic words nightmare, nightdress, founder p176.
Phase 6	Week 9	Teach how to add the 'est' suffix p171. Learn and practise spelling of common words best, bad, tea, top, fell, box, sleep p179.
Phase 6	Week 10	Teach the spelling guideline 6 p188. 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).
Phase 6	Week 11	Teach how to add the 's/es' suffix as plurals p171. Learn and practise spelling of common words clothes, birds, plants, trees, eggs, looks p179.

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.

Phase 1 Aspect 1 Environmental Sounds <i>Main purpose:</i> 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).			
	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. 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. 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 sounds; join in the activities and take turns to participate.
Tue	A listening moment p9 (TIS).	Sound stories p10 (LRS)	
Wed	Drum outdoors p9 (TIS).	Mrs Browning has a box p10 (LRS).	
Thu	Teddy is lost in the jungle p10 (TIS).	Describe and find it p11 (LRS).	
Fri	Socks and shakers p11 (TAS).	Favourite sounds p11 (TAS).	
Neither 'Enlivening stories' (page 12) nor 'Sound lotto' (page 10) have been included because of time constraints; however this can be played at another time in a different phase.			

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Phase 1 Aspect 2 Instrumental Sounds <i>Main purpose:</i> 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).			
	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. 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. Talking about sounds (TAS). Look, listen and note how well the children: choose appropriate words to describe the sounds they hear, for 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.
Tue	Matching sound makers p16 (LRS).	Story sounds p17 (TAS).	
Wed	Adjust the volume p15 (TIS).	Matching sounds p16 (LRS).	
Thu	Hidden Instruments p17 (TAS).	Grandmother's footsteps p15 (TIS)	
Fri	Musical show and tell p17 (TAS).	Animal sounds p17 (TAS)	

Phase 1 Aspect 3 Body Percussion

<p><i>Main purpose:</i> 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).</p>			
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Action songs p20 (TIS).	Follow the sound p21 (LRS).	<p>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 words clearly; keep in time with the beat; copy the sounds and actions; make up patterns of sounds.</p> <p>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.</p> <p>Talking about sounds (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, quiet, slow, fast</i>.</p>
Tue	Listen to the music p20 (TIS).	Noisy Neighbour 1 p21 (LRS).	
Wed	Noisy Neighbour 2 p22 (TAS).	Roly poly p20 (TIS).	
Thu	Action songs p20 (TIS).	Words about sounds p22 (TAS).	
Fri	Read The Pied Piper and talk about the story.	The Pied Piper p23 (TAS).	

Phase 1 Aspect 4 Rhythm and rhyme <i>Main purpose:</i> 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).			
	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. Listening and remembering sounds (LRS). Look, listen and note how well the children: recognise rhyming words; listen and attend to the rhyming strings. 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 that rhyme.
Tue	Rhyming puppets p28 (TAS).	Listen to the beat p25 (TIS).	
Wed	Songs and rhymes p27 (LRS).	Odd one out p28 (TAS).	
Thu	Rhyming bingo p26 (TIS).	Finish the rhyme p27 (LRS).	
Fri	I know a word p28 (TAS).	Playing with words p26 (TAS).	
The activities 'Rhyming books' and 'Learning songs and rhymes' (page 25) are not included in this plan as these are ongoing activities which can be continued throughout Phase 1 and beyond.			

Phase 1 Aspect 5 Alliteration			Look, Listen and Note (Teacher/ TA notes)
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).			
	Session 1	Session 2	
Mon	I spy names p31 (TIS).	Tony the Train's busy day p32 (LRS).	<p>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.</p> <p>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 story; discriminate between the sounds and match to the objects correctly.</p> <p>Talking about sounds (TAS). 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.</p>
Tue	Sounds around p31 (TIS).	Making aliens p31 (TIS).	
Wed	Musical corners p33 (LRS).	Name play p34 (TAS).	
Thu	Digging for treasure p32 (TIS).	Our sound box/bag p33 (LRS).	
Fri	Mirror play p34 (TAS).	Bertha goes to the zoo p32 (TAS).	
'Silly soup' (page 34) has not been included because of time constraints; however this can be played at another time or set up as an activity in the role-play area.			

Phase 1 Aspect 6 Voice sounds			Look, Listen and Note (Teacher/ TA notes)
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).			
	Session 1	Session 2	
Mon	Mouth movements and Voice sounds p37 (TIS).	Making trumpets p37 (TIS).	<p>Tuning into sounds (TIS). Look, listen and note how well the children: distinguish between the sounds in vocal sounds.</p> <p>Listening and remembering sounds (LRS). Look, listen and note how well the children: sustain their 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 other's voices, including a recorded voice.</p> <p>Talking about sounds (TAS). Look, listen and note how well the children: use appropriate vocabulary to talk about different voice and speech sounds.</p>
Tue	Chain games p38 (LRS).	Give me a sound p39 (TAS).	
Wed	Metal Mike p38 (TIS).	Target sounds p38 (LRS).	
Thu	Whose voice? p38 (LRS) linked to ICT.	Sound Lotto 2 p39 (LRS) linked to ICT.	
Fri	Sound story time p39 (TAS).	Animal noises p40 (TAS).	
<p>'Watch my sounds' (page 39) and 'Singing songs' (page 40) are not included because of time constraints, however these are activities which can be set up in the role-play area.</p>			

Phase 1 Aspect 7 Oral blending and segmenting			
Main purpose: To develop oral blending and segmenting of sounds in words (Tuning into sounds – TIS). To listen to phonemes within words and to remember them in the order in which they occur (Listening and remembering sounds – LRS). To talk about the different phonemes that make up words (Talking about sounds – TAS).			
	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Toy talk p42 (TIS).	Segmenting p43 (LRS).	<p>Tuning into sounds (TIS). Look, listen and note how well the children: blend phonemes and recognise the whole word; say the word and identify the object; blend words that begin with the same initial phoneme.</p> <p>Listening and remembering sounds (LRS). Look, listen and note how well the children: segment words into phonemes.</p> <p>Talking about sounds (TAS). Look, listen and note how well the children: identify the number of phonemes that make up a given word.</p>
Tue	Clapping sounds p42 (TIS).	Segmenting p43 (LRS).	
Wed	Which one? p43 (TIS)	Segmenting p43 (LRS).	
Thu	Cross the river p43 (TIS)	Say the sounds p44 (LRS).	
Fri	I spy p43 (TIS)	Say the sounds p44 (LRS).	
<p>The Letters and Sounds document states that 'it is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme-phoneme correspondences' (p42). The following can be done throughout the week in all sorts of activities, for example, Oral blending p42 (TIS) can be done during the register, getting ready for lunch and home-time. After some practise there is advice on page 44 about developing awareness of phonemes further. The activities from this Aspect are also really useful to continue into Phase 2.</p>			

Trimley St Mary Phonics

Year 1

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 Jolly Phonics SFA (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.	<p>Give the sound when shown any Phase 2 letter learned so far.</p> <p>Find any letter learnt so far, from a display, when given the sound.</p> <p>Be able to blend and segment in order to read and spell (using magnetic letters) VC words at, a, as, CVC words sat, pat, tap, and silly words ap, sa.</p>
Tue	Recall 's' using flashcards. Play I Spy with 's' objects.	Teach 'a' using phonics scheme Jolly Phonics SFA (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.	
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 Jolly Phonics SFA (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.	
Thu	Recall s/ a/ t/ p by playing letter fan game as yesterday. Practise high frequency words a, at, as p64.	Teach 'p' using phonics scheme Jolly Phonics SFA (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:					
Objectives and criteria for success: 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. Teach blending with letters (for reading) p58.					
			Blend and read the high frequency words is, it, in, an, l p64. Practise blending for reading p59.		
	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 Jolly PhonicsSFA (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 l 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 Jolly PhonicsSFA (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, and silly words nim, ip.
Wed	Recall s/ a/ t/ p/ i/ n with flashcards Play Quickwrite letters p55.	Teach 'm' using phonics scheme Jolly 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.	
Thu	Recall s/ a/ t/ p/ i/ n/ m Using letter fans p54.	Teach 'd' using phonics scheme Jolly 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	

Trimley St Mary Phonics

Year 1

Phase 2 Week 3:					
Objectives and criteria for success: 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.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall – s/ a/ t/ p/ i/ n/ m/ d Use Frieze – point to and read. Play Quickwrite letters p55.	Teach 'g' using phonics scheme Jolly Phonics SFA (see also p51 of L&S for ideas). Play Sound buttons p58: tag, gag, gig, gap, nag . Teach reading and .	Segmentation for spelling. Teach how to play Full circle p63 as follows: got, tot, not, nit, nip, pip, pig, pog, pot, got .	Do the Shared Reading activity on p66. Ask children to help the puppet read the caption: Dad and Sam. (Point out capital letters.)	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/ l/ n/ m/ d/ g using flashcards. Play Quickwrite p55.	Teach 'o' using phonics scheme Jolly Phonics SFA (see also p51 of L&S for ideas). Segmentation for spelling: Play Sound buttons p58: tag, dog, kid, cop, cat, Dad . Discuss use of a capital letter for Dad. Teach reading on, no, go, not .	Blending for reading: Buried Treasure p60. Which words are real? Mip, dog, nid, dip, cip, cat, gik, can . Practise reading and .	Shared Reading p66. Help the puppet write a caption: A cat and a hat. (Point out capital letters.) Flashcard and .	Be able to blend and segment in order to read and spell (using magnetic letters) VC words it, in, on , CVC words and, on, kick, got , and silly words ug, kag .
Wed	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o with flashcards. Play Quickwrite letters p55.	Teach 'c' using phonics scheme Jolly Phonics SFA (see also p51 of L&S for ideas). Phoneme frame p62: can, cot, cop, cap, cat . Teach reading can .	Segmentation for spelling. Play Full circle p63 as follows: op, pop, pip, sip, sit, sat, cat, cot . Practise reading on, not, and, into .	Shared Reading p66. Help our puppet read a caption: A sad man, and Pot and pan. Flashcards and, into, not, on .	Be able to read the tricky word l .
Thu	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c with flashcards. Play Quickwrite letters p55.	Teach 'k' using phonics scheme Jolly Phonics SFA (see also p51 of L&S for ideas). Phoneme frame p62: kid, kit, pin, sat, pit, and . Teach reading into .	Blending for reading: Buried Treasure p60 Which words are real? Gip, kom, sat, pit, tag, gik, pan . Practise reading on, not, and, into .	Shared Reading p66. Help our puppet write a caption: A tin can, and Cat and dog (point out capital letters). Flashcards and, into, not, on .	
Fri	Recall g/ o/ c/ k using flashcards – when finished stick these on wall frieze. Play Georgie's Gym on p55.	Matching words and pictures or objects p60.	Segmentation for spelling. Play Full circle p63 as follows: pop, pip, sip, sit, sat, cat, cot, cop . Practise reading on, not, and, into .	Read words and put into a sentence orally. Use the following words: and, cat, Dad, dog, sit, in, on, a .	

Trimley St Mary Phonics

Year 1

Phase 2 Week 4:					
Objectives and criteria for success: 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.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	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 scheme Jolly Phonics SFA (see also p51 of L&S for ideas). Explain it goes at the end of a word.	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 far, from a display, when 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 scheme Jolly Phonics SFA (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 scheme Jolly Phonics SFA (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 l .
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 Jolly Phonics SFA (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.)	

Trimley St Mary Phonics

Year 1

Fri	Recall <i>s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r</i> 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. Practise high frequency words <i>to, get, got, the</i> p64.	Sentence building using flashcards.	
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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.

Blend and read the high frequency words *no, go, his, him* p64.

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.

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

Trimley St Mary Phonics

Year 1

Fri	Recall s/ a/ t/ p / i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff using flashcards. Play Quickwrite letters p55.	Create a picture to go with one of the captions on p71. Say the caption and ask the children to write it.	Sentence building using flashcards. What sentences can they make orally?	Ask children to draw a picture and write the sentence they came up with.	
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Phase 2 Week 6:					
Objectives and criteria for success: Learn and practise letters/sounds l ll and ss (set 5) and practise letters/sounds learned so far p51. Teach that ll and ss is usually at the end of a word and practise reading words ending in ff p51. Blend and read the high frequency words of, dad, mum, up p64. 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.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall – s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ h/ b/ f/ ff. Play Quickwrite letters p55.	Teach 'l' using phonics scheme Jolly PhonicsSFA (see also p51 of L&S for ideas). Play Phoneme frame p62 lit, lock, lob, and log. Teach high frequency words of, dad, mum, up p64.	Sound buttons p58 as follows: let, luck, lot, lip, Len.	Matching exercise p66 to read the following caption: I lick the log.	Give the sound when shown any Phase 2 letter learned so far (should be secure with s/ a/ t/ p/ i/ n).
Tue	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l using flashcards. Play Quickwrite letters p55.	Revise 'l' and teach 'll' as a word ending using phonics scheme Jolly PhonicsSFA (see also p51 of L&S for ideas). Play Phoneme frame p62 with bell, hell, till, fill, mill, full. Make sure they understand that the ll is one phoneme/sound and goes in one section of the frame.	Matching words and pictures p60 with: bell, full, till, lip, hill, log, leg. Practise high frequency words of, dad, mum, up p64.	Demonstration writing p67. Write the following caption: The shell is full.	Find any letter learnt so far, from a display, when given the sound. Be able to blend and segment in order to read and spell (using magnetic letters) CVC words lock, bell, less, and silly words gell, soss.
Wed	Recall s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l ll using flashcards. Play Quickwrite letters p55.	Teach 'ss' as a word ending using phonics scheme Jolly PhonicsSFA (see also p51 of L&S for ideas). Play Full circle p63 with miss, moss, boss, Bess, Tess, toss, loss, less, mess, miss.	Blending for reading: Sound buttons (and lines for digraphs) p58 as follows: Miss, kiss, toss, fill, less, Ross, led, lid. Practise high frequency words of, dad, mum, up p64.	Matching exercise p66 to read the following caption: I kiss Mum and Dad.	Be able to read the tricky words l, to, no, go, the.
Thu	Recall all letters from Phase 2 using Quickwrite letters p55.	Use the phonics time in the next two days to complete Assessment sheet on p201. Assess each child on their ability to do the objectives on the checklist on p197 using activities set out on p199.			Be able to read the tricky words l, to, no, go, the.
Fri	Recall all letters from Phase 2 using Quickwrite letters p55.	Other children can be playing games with the flashcards used throughout Phase 2, for example, writing captions, 'testing' each other and matching captions with pictures.			

Phase 3 Week 1:					
Objectives and criteria for success: 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.			
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs learned so far p83. Sing alphabet song p80.	Practise reading the high frequency words off, can, had, back p91–93. Teach 'j' using phonics scheme Jolly Phonics SFA (see also p78 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: jet, jam, jog, Jack. Blending for reading: What's in the box p85 jet, jam, jetlag, jacket.	Matching exercise p95 to read the following question: Is the pen in the pot?	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all GPCs learned so far p83. Review high frequency words learned so far.	Practise reading the high frequency words off, can, had, back p91–93. Teach 'v' using phonics scheme Jolly Phonics SFA (see also p78 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: van, vat, vet, visit. Blending for reading: Teach how to play Countdown p86 with a mix of word cards.	Demonstration writing p97 write the question: Can a vet fit a jet?	Find any letter learnt so far, from a display, when given the sound. Write each letter correctly when following a model.
Wed	Recall all GPCs learned so far p83. Review high frequency words learned so far.	Practise reading the high frequency words off, can, had, back p91–93. Teach 'w' using phonics scheme Jolly Phonics SFA (see also p78 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88 – will, win, wag, web. Blending for reading: Play Countdown p86.	Matching exercise p95 to read the following question: Is the vet hot?	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox, CVC words jet, win, tax, vet, and silly words ix, jav.
Thu	Recall all GPCs learned so far p83. Review high frequency words learned so far.	Practise reading the high frequency words off, can, had, back p91–93. Teach 'x' using phonics scheme Jolly Phonics SFA (see also p78 of L&S for ideas).	Segmenting for spelling: Phoneme frame – mix, fix, fox, box, tax. Blending for reading: Matching words and pictures p87 fox, six, box, van, jam, jet.	Play Yes/no questions p97: Is the sun wet? Has the pot of jam got a lid? Can Mum jog?	Be able to spell the tricky words the, to, I, no, go.
Fri	Recall all GPCs learned so far p83. Review high frequency words learned so far.	Segmentation for spelling: Full circle p90 using words jet, vet, met, mat, vat, vax, tax, wax, wag, mag, Meg.	Blending for reading: Sentence substitution p86 using sentences on p104.	Make 'I can...' books p96.	

Trimley St Mary Phonics

Year 1

Phase 3 Week 2:					
Objectives and criteria for success: Learn and practise letters/sounds y z zz qu (set 7) p78–79. Practise all letters/sounds learned so far. Point to the letters in the alphabet while singing alphabet song p80. Practise blending for reading p85–88. Practise segmentation for spelling p88–91. Practise reading high frequency words learned so far. Read and write sentences using set 1 to 6 letters and no, go, the, and, to, I . Teach reading the tricky words we, me, he, be, she p91–93.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs learned so far p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Teach reading we, me, be, he, she p91. Teach 'y' using phonics scheme Jolly Phonics SFA (see also p78 of L&S for ideas).	Segmenting for spelling: Quickwrite words p89: yap, yet, box, yes, fix . Blending for reading: Countdown p86 using words yet, yuck, yum, yes, yell .	Play Yes/no questions p97: Has a fox got six legs? Can I yell? Can he fix it?	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all GPCs learned so far p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Practise reading we, me, be, he, she p91. Teach 'z' using phonics scheme Jolly Phonics SFA (see also p78 of L&S for ideas).	Segmenting for spelling: Quickwrite words p89: zip, zit, Zak, zigzag . Blending for reading: Countdown p86 with a mix of word cards.	Demonstration writing p97 write the question: Has a cat got a zip?	Find any letter learnt so far, from a display, when given the sound. Write each letter correctly when following a model.
Wed	Recall all GPCs learned so far p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Practise reading we, me, be, he, she p91. Teach 'zz' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Quickwrite words p89: buzz, fizz, jazz, fuzz . Blending for reading: Sentence substitution p86/104.	Matching exercise p95 to the following caption: Buzz bee.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox , CVC words jet, win, tax, vet , and silly words ix, jav .
Thu	Recall all GPCs learned so far p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Practise reading we, me, be, he, she p91. Teach 'qu' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Quickwrite words p89: quiz, quit, quick, quack, quid . Blending for reading: Matching words and pictures p87 quack, fizz, zip .	Demonstration writing p97 write the question: Can a duck quack?	Be able to spell the tricky words the, to, I, no, go .
Fri	Recall all GPCs learned so far p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Segmentation for spelling: Full circle p90 using the words: quack, quick, tick, tin, bun, buzz, fuzz, fun, fan, tan, tack .	Blending for reading: Sentence substitution p86 using sentences on p104.	Shared reading p97.	

Trimley St Mary Phonics

Year 1

Phase 3 Week 3:					
Objectives and criteria for success: 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.			
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all previously learned GPCs p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Teach reading are, see p91. Teach 'sh' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: shop, ship, fish, shell, shed . Countdown p86: shock, cash, bash, rush .	Demonstration writing p97 write the sentence: I am in such a rush to get to the shops.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all previously learned GPCs p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Practice reading are, see p91. Teach 'ch' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: chop, chin, chuck, chill . Blending for reading: Countdown p86: much, chick, check, chug, such .	Reading captions activity Drawing p95: A man is rich if he has lots of cash.	Find any letter learnt so far, from a display, when given the sound. Write each letter correctly when following a model.
Wed	Recall all previously learned GPCs p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Practice reading are, see p91. Teach 'th' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: then, them, that, this, with . Blending for reading: Sentence substitution p86 using sentences on p104	Demonstration writing p97 write the sentence: A moth can be fat but its wings are thin.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox , CVC words chip, shin, tang, thin , and silly words thip, jang .
Thu	Recall all previously learned GPCs p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Practice reading are, see p91. Teach 'ng' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: long, sang, ping-pong, ring . Blending for reading: Matching words and pictures p87 king, ring, sing .	Reading captions activity Drawing p95: Sing a song to me.	
Fri	Recall all previously learned GPCs p83. Sing alphabet song and point to letters p80. Read through high frequency words learned so far p92.	Segmentation for spelling: Full circle p90 using the words: ship, chip, chin, thin, fin, pin, pip, pop, shop, ship .	Blending for reading: Sorting p88 between farm animals and zoo animals: lion, sheep, yak, cow, camel, zebra, pig .	Shared reading p97.	Be able to spell the tricky words the, to, I, no, go .

Trimley St Mary Phonics
Year 1

Trimley St Mary Phonics

Year 1

Phase 3 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 Jolly Phonics SFA (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 scheme Jolly Phonics SFA (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 correctly when following a model.
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 Jolly Phonics SFA (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.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox, CVC words rain, see, food, book and silly words zoop, meep.
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 scheme Jolly Phonics SFA (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.	Be able to spell the tricky words the, to, I, no, go.
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.	Be able to read the tricky words he, she, me, be, we.

Phase 3 Week 5:					
Objectives and criteria for success: 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 schemeJolly PhonicsSFA (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 schemeJolly PhonicsSFA (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 correctly when following a model.
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.	Be able to blend and segment in order to read and spell (using magnetic letters) VC word ox , CVC words cart, lord , and silly words boak, parp .
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 (see 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.	Be able to spell the tricky words the, to, I, no, go .
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.	Be able to read the tricky words he, she, me, be, we .

Phase 3 Week 6:					
Objectives and criteria for success: 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.			
	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 my, for, too p91. Teach 'ur' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: fur, burn, burp, curl . Blending for reading: Matching words and pictures p87 surf, urn, hurt, turn .	Reading captions activity Drawing p95: The chimpanzee sat in the tree.	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 you, this, that p91. Teach 'ow' using phonics scheme Jolly Phonics SFA (see 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 correctly when following a model.
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 Jolly Phonics SFA (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?	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox , CVC words coin, town, hear , and silly words ois, fow .
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 Jolly Phonics SFA (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.	Be able to spell the tricky words the, to, I, no, go .
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.	Be able to read the tricky words he, she, me, be, we, was .

Phase 3 Week 7:					
<p>Objectives and criteria for success: 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.</p>		<p>Practise all previously learned GPCs. Practise segmentation for spelling p88–91. Teach reading the high frequency words they, then, them, down p91–93.</p>			
	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 you, this, that p91. Teach 'er' using phonics scheme Jolly Phonics SFA (see also p81 of L&S for ideas).	Segmenting for spelling: Phoneme frame p88: berk, fern, herd, her . Blending for reading: Matching words and pictures p87 fern, herd, her, jerk .	Play Yes/no questions p97: Is it hot this year? Can she see a herd of cows?	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 Jolly Phonics SFA (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 correctly when following a model.
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 Jolly Phonics SFA (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.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox , CVC words jet, win, tax, vet , and silly words ix, jav .
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.	Be able to spell the tricky words the, to, I, no, go .
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 read the words he, she, me, be, we, you .

Phase 3 Week 8:					
Objectives and criteria for success: 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.			
	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 magnetic letters) VC words ox , CVC words jet, win, tax, vet , and silly words ix, jav.
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.	Be able to spell the tricky words the, to, I, no, go.
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 read the tricky words he, she, me, be, we, you, they, was.

Phase 3 Week 9:					
Objectives and criteria for success: 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.			
	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 the sound.
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.	Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and 3 graphemes)
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?	Be able to segment and make a phonetically plausible attempt as spelling CVC words (i.e. single-syllable words consisting of Phase 2 and 3 graphemes)
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.	Be able to read tricky words he, she, we, me, be, was, my, you, her, they, all, are.
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 spell the tricky words the, to, I, no, go. Write each letter correctly when following a model.

Phase 3 Week 10: Objectives and criteria for success: 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 p 95–98.					
		Practise blending for reading p 85–88. Practise reading high frequency words learned so far. Practise reading two-syllable high frequency 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 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 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.	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.	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 .

Phase 4 Week 1:					
Objectives and criteria for success: 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.		
	Revisit and Review	Teach	Practise	Apply	Assessment
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 the sound.
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.	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, little, what.
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.	Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are. Write each letter, usually correctly.

Phase 4 Week 2:

Objectives and criteria for success:

Practise recognition and recall of Phase 2 and 3 graphemes p109–110. Teach and practise reading CCVC words p111.
 Teach and practise spelling CCVC words p113. Teach reading the tricky words *have, like, some, come* p118 and decodable words *it's, just* p119.
 Teach spelling the tricky words *was, you* p119. Practise reading and spelling high frequency words p118.
 Practise reading sentences p122. Practise writing sentences p124.

	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 <i>have, like, some, come</i> p118 and decodable words <i>it's, just</i> p119. Blending for reading: What's in the box? p113, <i>spot, frog, swim, drop, step, star, tree</i> . Segmenting for spelling CCVC p113 <i>plan, grip, glad, from, stop</i> .	Segmentation for spelling: Phoneme frame p116, <i>twin, sniff, plum, gran, swim, clap, trip</i> .	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 words containing adjacent consonants.
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, <i>speck, green, fresh, steep, smell, track, spin</i> .	Segmentation for spelling: Quickwrite words p117, <i>brown, sport, trash, start flag, spear, spoil, spoon</i> .	Writing sentences p124 A crab crept into a crack in the rock.	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 <i>was, you</i> p119. Blending for reading: Sentence substitution p114: <i>Fred has spent lots of cash this year/ Gretel/ lost/ lent/ bricks</i> .	Segmentation for spelling: Phoneme frame p116, <i>spark, bring, crash, bleed, creep, brown, clown, cream</i> .	Reading sentences 'I can...' books p123.	Be able to read the tricky words <i>some, one, said, come, do, so, were, when, have, there, out, like, little, what</i> .
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, <i>clear, train, swing, droop, spoon, float, smart, groan</i> .	Segmentation for spelling: Quickwrite words p117, <i>brush, sport, growl, scoop, frown, speech</i> .	Writing sentences 'I can...' books p123. Children make their own versions from yesterday.	Be able to spell the tricky words <i>he, she, we, me, be, was, my, you, her, they, all, are</i> .

Trimley St Mary Phonics

Year 1

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, smear, thrill, stop, stick, flock, flash, crash.	Segmentation for spelling: Phoneme frame p116, pond, desk, grab, slug, snail, plum.	Reading: Matching Sentences p122 The frog jumps in the pond and swims off.	Write each letter, usually correctly.
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Phase 4 Week 3:					
Objectives and criteria for success:					
Practise recognition and recall of Phase 2 and 3 graphemes p109–110.		Practise reading words containing two adjacent consonants p113–115.			
Practise spelling words containing two adjacent consonants p113–115.		Teach reading the tricky words were, there, little, one p119 and decodable word help p119.			
Teach spelling the tricky words they, all, are p119.		Practise reading and spelling high frequency words p118.			
Practise reading sentences p122.		Practise writing sentences p124.			
	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 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 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.	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: 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.	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 p109–10. 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.	Write each letter, usually correctly.

Phase 4 Week 4: Objectives and criteria for success: Practise recognition and recall of Phase 2 and 3 graphemes p109–110. Practise reading words containing two adjacent consonants p113–115. Practise spelling words containing two adjacent consonants p113–115. Teach reading the tricky words do, when, out*, what p118 and decodable word children p119. Teach spelling the tricky words my, her p119. Practise reading and spelling high frequency words p118. Practise reading sentences p122 Practise writing sentences p124. Reading and spelling two-syllable words p121.					
	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 do, when, out, what p118 and decodable word children p119. Teach how to read two-syllable words containing adjacent consonants p121 shampoo, giftbox, helpdesk, sandpit.	Spelling two-syllable words p121, pondweed, handstand, helper, desktop.	Reading sentences Yes/no questions p123, Are you afraid of thunderstorms? Can a spoon grab a fork? Do trains run on tracks?	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 (two-syllable words) p121, softest, lunchbox, sandwich, shelving.	Spelling two-syllable words p121, driftwood, chimpanzee, champion, shelter.	Writing sentences p124 Are all children good at sport?	Be able to blend and read 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 my, her p119. Blending for reading (two-syllable words) p121, floating, giftbag, drinkcan, crisp-packet.	Spelling two-syllable words p121, trustfund.	Reading sentences on p128: Fred and Brett spent a week in Spain.	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 (two-syllable words): Buried Treasure p115, lunchbox, stusting, crinkbig, giftbag shampooing, hilpstog.	Spelling two-syllable words p121, trustfund, shampooing, handstand, twisting.	Writing sentences p124, I must not tramp on the flowers.	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 p109–10. Practise reading and spelling all high frequency words learned so far in this phase p118–9.	Blending for reading (two-syllable words) p121, drinking, thank-you, thundering, crunching, desktop.	Spelling two-syllable words p121, printer, shrinking, starlight, freshness, treetop.	Reading sentences Yes/no questions p123, Is the moon green? Are you glad when you have a pain?	Write each letter, usually correctly.

* 'Out' is a tricky word in Phase 4 as the 'ou' digraph has not been taught yet.

Trimley St Mary Phonics

Year 1

Phase 5 Week 1:					
Objectives and criteria for success: 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/p148. 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.			
	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 week.	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 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 in Phase 5.	Segmenting for spelling activity stay, tray, clay, pray, play . Use activities from Phase 4 p116–117, for segmentation for spelling activities in Phase 5.	Reading sentences activity Yes/no questions p142: Can I stay and play? Can I spray the paint? May I stay at home today?	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound. Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.
Tue	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise reading high frequency words p141.	Teach 'ou' and compare to 'ow'. Explain that 'ou' rarely comes at the end of a word. Blending for reading activity: out, cloud, proud, about, scout .	Segmentation for spelling activity: sound, found, mountain, sprout, loud, loudest .	Writing sentences p149, The sound is loud. I go down now.	Be able to blend and segment in order to read CVC words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
Wed	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise reading high frequency words p141 and spelling tricky words p148.	Teach spelling tricky words said, so p148. Teach 'ie' and compare to 'i'. I is a word on it's own, 'ie' makes the sound in other words – usually at the end. Blending for reading activity: tie, pie, lie, die, cried, fried .	Segmentation for spelling tried, pie, spied, denied, tie, lie .	Reading sentences p142, I cook a pie.	Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise reading high frequency words p141 and spelling tricky words p148.	Teach 'ea' and compare to 'ee' Blending for reading sentence substitution p158, Paul eats peas with his meat/beans/reads/cooks/Phil .	Segmentation for spelling treat, meat, steam, sea, read, repeat, heap, least .	Writing sentence p149, He reads under the tree.	Form each letter correctly.
Fri	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise reading high frequency words p141 and spelling tricky words p148.	Teach the children how to play Phoneme spotter p145. Start today with reading and listening and seeing if they can identify any of this week's sounds.	Continue from Phoneme spotter by listing the words containing this week's phonemes and their alternatives ay/ ai/ ou/ ow/ ea/ ee .	Use the words generated from before to teach children how to play Best bet p147, with the same sounds.	

Trimley St Mary Phonics

Year 1

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

Trimley St Mary Phonics

Year 1

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.

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

Teach reading the words Mr, Mrs, don't, by p141. Teach spelling the words some, come p148.

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
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, middle or end. Blending for reading activity: when, which, wheel, whisper, where, what.	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 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 'wh' and compare to 'h'. Blending for reading activity: who, whole, whom.	Segmentation for spelling activity: who, whole, whom.	Writing sentences p149. Who is it?	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 some, come p148. Teach 'ph' and compare to 'f'. Blending for reading activity: dolphin, alphabet, elephant, phonics, phantom, Philip.	Segmentation for spelling activity: phonics, phantom, Philippa, dolphin, elephant, alphabet.	Reading sentences p142. The elephant looks at the alphabet.	Be able to blend and segment in order to read CVC words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words and spelling tricky words.	Teach 'ew' and compare to 'oo'. Explain that 'ew' usually goes at the end of a word. Blending for reading activity: blew, chew, grew, drew, screw, crew.	Segmentation for spelling activity: brew, flew, Andrew, threw, grew, chew.	Writing sentence p149. Tom chews his meat.	Begin to accurately spell most of 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 high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, focussing on this week's phonemes: wh/ w/ ph/ f/ ew/ oo.	Play Best bet p147, using words generated from Phoneme spotter game.	Reading sentences, Yes/no questions p142. Can you carry an elephant on your head? Would you crawl in a thorn bush?	Form each letter correctly.

Phase 5 Week 2:

Objectives and criteria for success:

Trimley St Mary Phonics

Year 1

Teach new graphemes for reading p134 oy ir ue aw. Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.					
Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.					
Teach reading the words people, house, about p141. Teach spelling the words have, like p148.					
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
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words house, about p141 and tricky word people p140. Teach 'oy' and talk about the difference between this and 'oi'. Explain that 'oy' usually comes at the end of a word. Blending for reading activity: boy, toy, joy, enjoy, royal, Roy.	Segmentation for spelling activity: annoy, annoying, oyster, destroy, boy, toy.	Sentence substitution p158 Loud sounds can be annoying/ noises/ singing/ frightening/ mountains.	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 'ir' and compare to 'er'. Blending for reading p134 sir, girl, bird. Segmenting for spelling p144 fir, skirt, shirt. Reading tricky words: people, house, about p140.	Segmentation for spelling activity: sound, found, mountain, sprout, loud, loudest.	Writing sentences p149. The girl sees a bird in the tree.	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 have, like p148. Teach 'ue' and compare to 'oo'. Explain that 'ue' usually comes at the end of a word. Blending for reading activity: clue, blue, issue, true, glue, Sue.	Segmentation for spelling activity: clue, blue, issue, Sue, tissue, clue.	Reading sentence. The glue is blue.	Be able to blend and segment in order to read CVC words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
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 'ue' and compare to the word 'you'. Blending for reading activity: cue, due, value, statue, rescue, hue.	Segmentation for spelling activity: venue, due, rescue, value, cue, argue.	Writing sentence p149. Sue argues with you.	Begin to accurately spell most of 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 high frequency words p141 and spelling tricky words p148.	Teach 'aw' and compare to 'or'. Blending for reading activity: saw, law, crawl, paw, claw, lawn.	Segmentation for spelling activity: yawn, raw, claw, shawl, draw, jaw.	Reading sentence. I will crawl on the lawn.	Form each letter correctly.

Trimley St Mary Phonics

Year 1

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.

Practise 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, woe, 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 toe.	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' doesn'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 sentences 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. Practise 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 automatically the words in the list of 100 high frequency words taught in previous phases.
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 sentence p149. Make me a cake.	Begin to accurately spell most of 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 high	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.	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.

Trimley St Mary Phonics

Year 1

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words Mr, Mrs, don't, by p141. Teach spelling the words some, come p148. 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	Practice	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, middle or end. Blending for reading activity: when, which, wheel, whisper, where, what.	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 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 'wh' and compare to 'h'. Blending for reading activity: who, whole, whom.	Segmentation for spelling activity: who, whole, whom.	Writing sentences p149. Who is it?	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 some, come p148. Teach 'ph' and compare to 'f'. Blending for reading activity: dolphin, alphabet, elephant, phonics, phantom, Philip.	Segmentation for spelling activity: phonics, phantom, Philippa, dolphin, elephant, alphabet.	Reading sentences p142. The elephant looks at the alphabet.	Be able to blend and segment in order to read CVC words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words and spelling tricky words.	Teach 'ew' and compare to 'oo'. Explain that 'ew' usually goes at the end of a word. Blending for reading activity: blow, chew, grew, drew, screw, crew.	Segmentation for spelling activity: brew, flow, Andrew, threw, grew, chew.	Writing sentence p149. Tom chews his meat.	Begin to accurately spell most of 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 high frequency words p141 and spelling tricky words p148.	Play Phoneme spotter p145, focussing on this week's phonemes: wh/ w/ ph/ f/ ew/ oo.	Play Best bet p147, using words generated from Phoneme spotter game.	Reading sentences, Yes/no questions p142. Can you carry an elephant on your head? Would you crawl in a thorn bush?	Form each letter correctly.

Trimley St Mary Phonics

Year 1

Phase 5 Week 5:

Objectives and criteria for success:

Teach new graphemes for reading p134 i-e o-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.

	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 word very p141 and tricky word asked p140. Teach 'i-e' and talk about the word 'l' and the GPCs 'ie' and 'igh' p135. Blending for reading activity: like, time, slide, pine, ripe, invite.	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. 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 'o-e' and compare to 'oe' and 'o'. p135. Blending for reading activity: bone, home, note, alone, stone, woke.	Segmentation for spelling activity: awoke, explode, those, envelope, prone, stoke.	Writing sentences p149. I woke up in my home.	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 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.	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 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.
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 '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 correctly.

Trimley St Mary Phonics

Year 1

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

Trimley St Mary Phonics

Year 1

Phase 5 Week 7: (REFER TO SFA PHONICS HANDBOOKS IF NEEDED)

Objectives and criteria for success:

Teach new graphemes for reading are, ire, ge/dge, tch, ti/ci
 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 Year 2 CEWs. p141.
 Teach spelling the Year 2 CEWsp148.
 Practise reading and spelling CEWs p141/p148.
 Practise reading and spelling polysyllabic words p142 and p149.
 Practise reading sentences p142.
 Practise writing sentences p149.

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	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 CEW p141 and CEWs p140. Teach 'are' and mnemonic "care and share" and compare with "air". Blending for reading activity: are, care, dare, share, hare, stare, daycare, fanfare.	Segmentation for spelling activity: are, care, dare, share, hare, stare. Use p149 for spelling words with more than one syllable. daycare, fanfare.	Reading sentences p142. We care and share. The hare can stare.	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 CEWs p141.	Teach 'ire' "vampire required". Blending for reading activity: fire, hire, wire, tire, spire, admire, vampire.	Segmentation for spelling activity: fire, hire, wire, tire, spire, admire, vampire. Use p149 for spelling words with more than one syllable.	Writing sentences p149. Vampire required. See the fire on the spire.	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 CEWs p141.	Teach spelling CEW p148. Teach 'ge/dge' "large badge" and compare to 'i'. Explain this usually goes at the end of a word. Blending for reading activity: edge, hedge, badge, bridge, smudge, large, charge.	Segmentation for spelling activity: edge, hedge, badge, bridge, smudge, large, charge.	Reading/writing sentences p142. He has a large badge. Get on the bridge.	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 CEWs p141 and spelling CEWs p148.	Teach 'tch' "pitch and catch" Explain this usually goes at the end of a word. Blending for reading activity: pitch, catch, match, thatch, scratch, witch, switch, twitch, clutch	Segmentation for spelling activity: pitch, catch, match, thatch, scratch, witch, switch, twitch, clutch	Writing sentence p149. He can pitch and catch. The witch had a match.	Begin to read automatically the words in the list of CEWs taught in previous phases.
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high	Teach 'ti/ci' "delicious and scrumptious" and compare to 'sh'. Blending for reading activity: delicious, scrumptious, precious, gracious, cautious	Segmentation for spelling activity: delicious, scrumptious, precious, gracious, cautious	Reading/writing sentences p142. D.	Begin to accurately spell most of the words in the list of CEWs. Form each letter correctly.

Phase 5 Week 4:

Objectives and criteria for success:

Teach new graphemes for reading p134 oo au ey a e o o (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.

Trimley St Mary Phonics

Year 1

Practise 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, wee, fee.	Teach the children that when a word ends in 'o' such as here and tomato it turns to oe when it's a plural. Read and spell tomatoes, goes, potatoes, heroes.	Reading sentences p142. Joe hurt his toe.	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' doesn'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 sentences 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. Practise 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 automatically the words in the list of 100 high frequency words taught in previous phases.
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 sentence p149. Make me a cake.	Begin to accurately spell most of 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 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.	Form each letter correctly.

Phase 5 Week 5:

Objectives and criteria for success:

Teach new graphemes for reading p134 i-e o-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.

Trimley St Mary Phonics

Year 1

	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 word very p141 and tricky word asked p140. Teach 'i-e' and talk about the word 'l' and the GPCs 'ie' and 'igh' p135. Blending for reading activity: like, time, slide, pine, ripe, invite.	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. 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 'o-e' and compare to 'oe' and 'o'. p135. Blending for reading activity: bone, home, note, alone, stone, woke.	Segmentation for spelling activity: awoke, explode, those, envelope, prone, stoke.	Writing sentences p149. I woke up in my home.	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 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.	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 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.
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 '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 correctly.

Trimley St Mary Phonics

Year 1

Phase 5 Week 86:					
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.					
Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.					
Teach spelling the word when p148.			Teach reading the words water, where, day p141.		
Practise reading and spelling high frequency words p141/p148.			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 sentences p142 The child finds a stick.	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. 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 Best 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.	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 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, soldier, 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 words in the list of 100 high frequency words taught in previous phases.
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?	Begin to accurately spell most of 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 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?	Form each letter correctly.

Trimley St Mary Phonics

Year 1

Phase 5 Week 79:					
Objectives and criteria for success:					
Alternative pronunciations for c and g 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 who, because p141.			Practise reading and spelling high frequency words p141/p148.		
Teach spelling the words out, made, came.			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 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, city, acid, success. Play Countdown p138.	Practise spelling polysyllabic words p149: advice, cycle, successful, cellar.	Reading sentences 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.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	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 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 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 sentences p142. I don't have the energy to go to the gym.	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. Practise reading high frequency words p141 and spelling tricky words p148.	Teach reading polysyllabic words using words with alternative pronunciations of 'g' p142: magic, danger, energy.	Practise spelling polysyllabic words p149: gorilla, dagger, dangerous, ginger.	Writing sentences p149. There is danger ahead!	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
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: advice, energy, garage, coast.	Play Countdown p138, using words from this week.	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.

Trimley St Mary Phonics

Phase 4 Week 108:					
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.					
Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.					
			Teach reading the words again, different p141.		
Teach spelling the words one, make, here.			Practise reading and spelling high frequency words p141/p148.		
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 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 decodable.
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.	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 previous 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.

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-

Trimley St Mary Phonics

Year 1

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.					
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 sentences p142 The child finds a stick.	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. 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 Best 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.	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 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, soldier, 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 words in the list of 100 high frequency words taught in previous phases.
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?	Begin to accurately spell most of 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 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?	Form each letter correctly.

Trimley St Mary Phonics

<p>Phase 5 Week 911: 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 spelling the word do. Teach reading the words thought, any, saw p141. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and spelling high frequency words p141/p148. Practise reading sentences p142.</p>					
	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 sentences 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: relief, 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 automatically the words in the list of 100 high frequency words taught in previous phases.
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/read.	Writing sentence p149. I put my head in the sea.	Begin to accurately spell most of 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 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.	Form each letter correctly.

Trimley St Mary Phonics

Phase 4 Week 120:
Objectives and criteria for success:
 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 reading the words through, eyes p141.
 Teach spelling the words what, please. Practise reading and spelling high frequency words p141/p148.
 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 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, herbal, Oliver, servant, bigger, farmer, letter.	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 sentences 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, Chloe.	Practise spelling polysyllabic words p149: technical, Christmas, schooling, Chloe.	Reading sentences p142. Chris and Chloe go to school.	Read and spell phonically decodable two-syllable and three-syllable words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
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, chalet, brochure.	Practise spelling polysyllabic words p149: Charlotte, machine, brochure.	Writing sentence p149. Charlotte is a chef.	Begin to accurately spell most of 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 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.	Form each letter correctly.

Phase 5 Week 7:
Objectives and criteria for success:
 Alternative pronunciations for c and g p136.

Trimley St Mary Phonics

Year 1

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 who, because p141. Teach spelling the words out, made, came. Practise reading and spelling high frequency words p141/p148. 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 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, city, acid, success. Play Countdown p138.	Practise spelling polysyllabic words p149: advice, cycle, successful, cellar.	Reading sentences 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.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.	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 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 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 sentences p142. I don't have the energy to go to the gym.	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. Practise reading high frequency words p141 and spelling tricky words p148.	Teach reading polysyllabic words using words with alternative pronunciations of 'g' p142: magic, danger, energy.	Practise spelling polysyllabic words p149: gorilla, dagger, dangerous, ginger.	Writing sentences p149. There is danger ahead!	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
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: advice, energy, garage, coast.	Play Countdown p138, using words from this week.	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.

Trimley St Mary Phonics

<p>Phase 5 Week 13: 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 newly learned graphemes. Teach spelling the word little. Practise reading and spelling polysyllabic words p142 and p149.</p>					
		Teach	Practise	Apply	Assessment
Mon	<p>Revisit and Review</p> <p>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'a' sound in hat, man, tag.</p>	<p>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).</p>	<p>Practise spelling polysyllabic words 149: footpath, password, faster.</p>	<p>Reading sentences p142. Pass the branch to father..</p>	<p>Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.</p>
Tue	<p>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.</p>	<p>Teach alternative pronunciation of 'a' p136. Practise reading polysyllabic words using words with alternative pronunciations of 'a': acorn, bacon, angel, native, Amy, baby.</p>	<p>Practise spelling polysyllabic words p149: apricot, apron, native, basic.</p>	<p>Writing sentences p149. I have an apron at work.</p>	<p>Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.</p>
Wed	<p>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading high frequency words p141.</p>	<p>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 'gu' is usually pronounced like 'o' in hot. This is covered in more depth in Phase 6.</p>	<p>Practise spelling words want, wander, squad, wallet, watch, wasp.</p>	<p>Reading sentences p142. My friends watch a little TV.</p>	<p>Read and spell phonically decodable two-syllable and three-syllable words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.</p>
Thu	<p>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.</p>	<p>Play Phoneme spotter p145, but adapt to look for different pronunciations of 'a'. Compile lists of different pronunciations.</p>	<p>Play Best bet p147, using words collected from Phoneme spotter game.</p>	<p>Writing sentences p149. Squash the acorn.</p>	<p>Begin to accurately spell most of the words in the list of 100 high frequency words.</p>
Fri	<p>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</p>	<p>Teach Homographs p143.</p>	<p>Writing sentences using the homographs learnt. Robin had a bow and arrow. On my gift there was a red bow.</p>	<p>Reading sentences p142. The little girl went on the footpath.</p>	

Trimley St Mary Phonics

Phase 4 Week 124:

Objectives and criteria for success:

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.

Teach reading the words mouse, once, put, could p141.

Practise reading and spelling high frequency words p141/p148.

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 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 sentences 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.	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, mystery.	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 sentence 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 week.	Reading sentences p142. I do gymnastics every week.	Accurately spell most of the words in the list of 100 high frequency words. 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.

Trimley St Mary Phonics

Year 1

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words again, different p141. Teach spelling the words one, make, here. Practise reading and spelling high frequency words p141/p148. 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 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 decodable.
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.	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. Practise 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 previous phases.
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 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.

Trimley St Mary Phonics

<p>Phase 5 Week 15: Objectives and criteria for success: <u>Alternative pronunciations for ou p136.</u> <u>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</u> <u>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</u> <u>Teach reading the words many, good, away p141.</u> <u>Practise reading and spelling polysyllabic words p142 and p149.</u> </p>					
			<p><u>Practise reading and spelling high frequency words p141/p148.</u> <u>Practise reading sentences p142.</u> </p>		
	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>	<u>Apply</u>	<u>Assessment</u>
<u>Mon</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u>	<u>Teach reading high frequency words many, good, away p141.</u> <u>Review pronunciation of 'ou' as in out, about, cloud, sound.</u> <u>Teach alternative pronunciation of 'ou' p136.</u> <u>Make cards for the words you, soup, group.</u>	<u>Practise spelling 'ou' words: you, soup, group, troupe.</u>	<u>Make up as many sentences as possible with these words.</u>	<u>Give the sound when shown any grapheme that has been taught.</u> <u>For any sound given, write the common graphemes.</u>
<u>Tue</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading high frequency words p141.</u>	<u>Teach alternative pronunciation of 'ou' p136: 'oh you lucky duck' mnemonic.</u> <u>Read could, would, should.</u>	<u>Practise spelling could, couldn't, would, wouldn't, should, shouldn't. Briefly explain the apostrophe.</u>	<u>Writing sentences p149.</u> <u>You shouldn't do that!</u>	<u>Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.</u>
<u>Wed</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading high frequency words p141.</u>	<u>Practise spelling tricky words from p194.</u> <u>Teach alternative pronunciation of 'ou' p136: mould, shoulder, boulder.</u>	<u>Practise spelling mould, shoulder, boulder.</u>	<u>Reading sentences p142.</u> <u>There are too many boulders.</u>	<u>Be able to blend and segment in order to read CVC words.</u> <u>Read and spell phonically decidable two-syllable and three-syllable words.</u>
<u>Thu</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practice reading high frequency words p141 and spelling tricky words p148.</u>	<u>Play Phoneme spotter p145, but adapt to look for different pronunciations of 'ou'.</u> <u>Compile lists of different pronunciations.</u>	<u>Play Best bet p147, using words collected from Phoneme spotter game and adapt to putting different pronunciations of the same spelling into different boxes.</u>	<u>Writing sentence p149.</u> <u>Could I have some soup?</u>	<u>Read automatically all the words in the list of 100 high frequency words.</u>
<u>Fri</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practice reading HFW p141 and spelling p148.</u>	<u>Practise reading of polysyllabic words: shoulder-bag, couldn't, soup-bowl, housework, countdown.</u>	<u>Practise spelling rounders, grouping, countdown, wouldn't, outsider.</u>	<u>Reading sentences p142.</u> <u>Could I eat some soup?</u>	<u>Accurately spell most of the words in the list of 100 high frequency words.</u> <u>Form letters correctly.</u>

Trimley St Mary Phonics

Phase 4 Week 146:
 Objectives and criteria for success:
 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.
 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
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words laughed, want, over p141. Review pronunciation of 'e' as in bed, net, best. Teach alternative pronunciation of 'e' p153. Make cards for he, she, be, we, me.	Practise spelling polysyllabic words p149: recent, decent, region.	Reading sentence p142. He is a decent man.	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.	Practise reading polysyllabic words using words with alternative pronunciations of 'e' as in bedroom, testing, decent.	Practise spelling polysyllabic words p149: telly, frequent, bedding.	Writing sentences p149. I laughed at the telly.	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. Review pronunciation of 'ey' as in key, money. Teach alternative pronunciation of 'ey' p153. Read the words they, grey, obey, prey, survey.	Practise spelling polysyllabic words p149: surveying, obeyed, greyish.	Reading sentence p142. They must obey the teacher.	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.	Practise reading polysyllabic words using words with alternative pronunciations of 'e' as in donkey, greyish, obeyed, honey, surveyor.	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 the two 'e' and 'ey' sounds.	Writing sentence p149. The monkey likes honey.	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.	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. 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

Trimley St Mary Phonics

Year 1

newly learned graphemes. Teach spelling the word do. 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/p148. 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 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 sentences 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: relief, 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 automatically the words in the list of 100 high frequency words taught in previous phases.
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.	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 accurately spell most of 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 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.	Form each letter correctly.

Trimley St Mary Phonics

Year 1

Phase 5 Week 15:

Objectives and criteria for success:

Alternative spellings for ch and j.

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 and spelling the words oh, how, did, man p141/p148.

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
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words.	Teach spelling high frequency words oh, how, did, man p148. Review spelling of 'ch' phoneme as in chip, chin, rich. Teach alternative spelling of 'ch', 'tch' p154. Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: catch, pitch, fetch, notch, ditch, kitchen.	Practise spelling polysyllabic words p149: stitches, matchmaker, scratching.	Reading sentences p142. Will you fetch the children?	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable. Be able to blend and segment in order to read CVC words.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach alternative spelling of 'ch' = 't' p154. Blending for reading p134: picture, creature, future, mixture, nature, capture.	Practise spelling polysyllabic words p149: picture, nature, future.	Writing sentences p149. Take a picture of the rich man in his kitchen.	Read and spell phonically decidable two-syllable and three-syllable words. Read automatically all the words in the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words p141.	Practise spelling tricky words from p104. Phoneme spotter 'ch' p145.	Best bet p147, following Phoneme spotter.	Rhyming word generation p146: rich, ditch.	
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words p141.	Review spelling of 'j' as in jet, jaguar, Jim. Teach alternative spelling of 'j', 'dge' p154. Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: fudge, sledge, badger, ledge, lodge, podgy.	Practise spelling polysyllabic words p149: dodging, badger, hedges, lodger.	Writing sentences p149. The badger is in the hedge.	
Fri	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling high frequency words p148.	Teach alternative spelling of 'j', 'g' p154: gym, gentle, gem.	Phoneme spotter p145 'j'.	Best bet p147.	

Trimley St Mary Phonics

Phase 5 Week 17:

Phase 5 Week 15:

Objectives and criteria for success:

Alternative spellings for ch and j.

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 and spelling the words oh, how, did, man p141/p148.

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
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words.	Teach spelling high frequency words oh, how, did, man p148. Review spelling of 'ch' phoneme as in chip, chin, rich. Teach alternative spelling of 'ch', 'tch' p154. Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: catch, pitch, fetch, notch, ditch, kitchen.	Practise spelling polysyllabic words p149: stitches, matchmaker, scratching.	Reading sentences p142. Will you fetch the children?	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach alternative spelling of 'ch' = 't' p154. Blending for reading p134: picture, creature, future, mixture, nature, capture.	Practise spelling polysyllabic words p149: picture, nature, future.	Writing sentences p149. Take a picture of the rich man in his kitchen.	Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words p141	Practise spelling tricky words from p194. Phoneme spotter 'ch' p145.	Best bet p147, following Phoneme spotter.	Rhyming word generation p146: rich, ditch.	Read and spell phonically decidable two-syllable and three-syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words p141	Review spelling of 'j' as in jet, jaguar, Jim. Teach alternative spelling of 'j', 'dge' p154. Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: fudge, sledge, badger, ledge, lodge, podgy.	Practise spelling polysyllabic words p149: dodging, badger, hedges, lodger.	Writing sentences p149. The badger is in the hedge.	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 spelling high frequency words p148.	Teach alternative spelling of 'j', 'g' p154: gym, gentle, gem.	Phoneme spotter p145 'j'.	Best bet p147.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Trimley St Mary Phonics

Year 1

Phase 5 Week 10:					
Objectives and criteria for success:					
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 reading the words through, eyes p141.					
Teach spelling the words what, please.					
Practise reading and spelling high frequency words p141/p148.					
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 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 p149: 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, herbal, Oliver, servant, bigger, farmer, letter.	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 sentences 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. Practise 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, Chloe.	Practise spelling polysyllabic words p149: technical, Christmas, schooling, Chloe.	Reading sentences p142. Chris and Chloe go to school.	Read and spell phonically decodable two-syllable and three-syllable words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
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 'ch' p136 as in chef, machine. Practise reading polysyllabic words using words with alternative pronunciations of 'ch': chef, Charlotte, machine, chalet, brochure.	Practise spelling polysyllabic words p149: Charlotte, machine, brochure.	Writing sentence p149. Charlotte is a chef.	Begin to accurately spell most of 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 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.	Form each letter correctly.

Trimley St Mary Phonics

Phase 4 Week 18:
Objectives and criteria for success:
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 polysyllabic words p142 and p149.
Practise reading and spelling high frequency words p141/p148.
Practise reading sentences p142.

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

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

Trimley St Mary Phonics

Year 1

newly learned graphemes.		Teach reading the words work, friends p141.			
Teach spelling the word little.		Practise reading and spelling high frequency words p141/p148.			
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. 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. I have an apron at work.	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 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.	Read and spell phonically decodable two-syllable and three-syllable words. Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
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.	Begin to accurately spell most of 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.	Teach Homographs p143.	Writing sentences using the homographs the children have just learned. Robin had a bow and arrow. On my gift there was a red bow.	Reading sentences p142. The little girl went on the footpath.	Form each letter correctly.
<p>Phase 5 Week 12: Objectives and criteria for success: 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.</p>					
		Teach reading the words mouse, once, put, could p141.			
		Practise reading and spelling polysyllabic words p142 and p149.			

Trimley St Mary Phonics

Year 1

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 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 sentences 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.	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, eygnet.	Practise spelling polysyllabic words p149: Egypt, pyramid, mystery.	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. Practise 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 sentence 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. Practise 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 week.	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 high frequency words p141/p148.

Practise reading and spelling polysyllabic words p142 and p149.

Practise reading sentences p142.

Trimley St Mary Phonics

Year 1

	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 p140. 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 p104. 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 decidable two syllable and three syllable words.
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.	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?	Read automatically all the words in the list of 100 high frequency words. Accurately spell most of 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 high frequency words p141 and spelling tricky words p148.	Practise reading of polysyllabic words: shoulder bag, couldn't, soup bowl, homework, countdown.	Practise spelling rounders, grouping, countdown, wouldn't, outsider.	Reading sentences p142. Could I eat some soup?	Form each letter correctly.

Phase 5 Week 14:

Objectives and criteria for success:

Alternative pronunciations for o and oy 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/p148.

Practise reading sentences p142.

Teach reading the words laughed, want, over p141.

Practise reading and spelling polysyllabic words p142 and p149.

Practise writing sentences p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
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Trimley St Mary Phonics

Year 1

Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach reading high frequency words laughed, want, over p141. Review pronunciation of 'e' as in bed, net, best. Teach alternative pronunciation of 'e' p153. Make cards for he, she, be, we, me.	Practise spelling polysyllabic words p149: recent, decent, region.	Reading sentence p142. He is a decent man.	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.	Practise reading polysyllabic words using words with alternative pronunciations of 'e' as in bedroom, testing, decent.	Practise spelling polysyllabic words p149: telly, frequent, bedding.	Writing sentences p149. I laughed at the telly.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable Be able to blend and segment in order to read CVC words.
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. Teach alternative pronunciation of 'ey' p153. Read the words they, grey, obey, prey, survey.	Practise spelling polysyllabic words p149: surveying, obeyed, greyish.	Reading sentence p142. They must obey the teacher.	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 high frequency words p141 and spelling tricky words p148.	Practise reading polysyllabic words using words with alternative pronunciations of 'e' as in donkey, greyish, obeyed, honey, surveyor.	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 the two 'e' and 'ey' sounds.	Writing sentence p149. The monkey likes honey.	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 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.			Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Phase 5 Week 19: Objectives and criteria for success: Alternative spellings for s and 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.						Teach spelling the words could, would, should, p148. Practise reading and spelling CEWs words p141/148. Practise 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 p141/148.	Teach spelling high frequency could, would, should p148. Review spelling of 's' as a short sound. Teach alternative spelling of 's' = 'st' p154. Blending for reading - listen, whistle, bristle, glisten, Christmas, rustle, jostle, bustle, castle, wrestling	Practise spelling words - listen, whistle, bristle, glisten, Christmas, rustle, jostle, bustle, castle, wrestling Challenge – Simple dictated sentence using s words.	Reading sentences p142. Listen to the whistle. They were rustling in the castle.	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 p141/148.	Teach spelling high frequency could, would, should. Review spelling of 's' as a short sound. Teach alternative spelling of 's' = 'se' p154. Blending for reading - house, mouse, grease, crease, horse, purse, loose.	Practise spelling words - house, mouse, grease, crease, horse, purse, loose. Challenge – Simple dictated sentence using s words.	Reading sentences p142. Do you see the mouse in the house? The horse is loose.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable. Be able to blend and segment in order to read CVC words.	
Wed	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 's'.	Best bet p147 's'.	Play Rhyming word generation p146. Start with house.	Read and spell phonically decidable two-syllable and three-syllable words.	
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Teach spelling high frequency Mr, Mrs, took, home p148. Review spelling of 'z' as a short sound. Teach alternative spelling of 's' = p154. Blending for reading - please tease, ease, browse, cheese, noise, pause, blouse, because	Practise spelling words - please tease, ease, browse, cheese, noise, pause, blouse, because Challenge – Simple dictated sentence using s words.	Reading sentences p142. Please don't tease me. Where is the cheese?	Read automatically all the words in the list of 100 high frequency words. Accurately spell most of 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 p141/148.	Phoneme spotter p145 'z'.	Best bet p147 'z'.	Play Rhyming word generation p146. Start with cheese.	Form each letter correctly.	

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Phase 5 Week 17:					
Objectives and criteria for success:					
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.					
			Teach spelling the words people, would, or p148.		
			Practise reading and spelling polysyllabic words p142 and p149.		
			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 p141/148.	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 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.
Tue	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 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 's'.	Best bet p147 's'.	Reading sentences p142. Whistle a silly song.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two-syllable and three-syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	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?	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 p141/148.	Phoneme spotter p145 'z'.	Best bet p147 'z'.	Reading sentences p142. I like cheese 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 15:					
Objectives and criteria for success:					

Trimley St Mary Phonics

Year 1

Alternative spellings for ch and j. 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 and spelling the words oh, how, did, man p141/p148. 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
Mon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words.	Teach spelling high frequency words oh, how, did, man p148. Review spelling of 'ch' phoneme as in chip, chin, rich. Teach alternative spelling of 'ch', 'tch' p154. Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: catch, pitch, fetch, notch, ditch, kitchen.	Practise spelling polysyllabic words p149: stitches, matchmaker, scratching.	Reading sentences p142. Will you fetch the children?	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
Tue	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Teach alternative spelling of 'ch' = 't' p154. Blending for reading p134: picture, creature, future, mixture, nature, capture.	Practise spelling polysyllabic words p149: picture, nature, future.	Writing sentences p149. Take a picture of the rich man in his kitchen.	Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words p141	Practise spelling tricky words from p194. Phoneme spotter 'ch' p145.	Best bet p147, following Phoneme spotter.	Rhyming word generation p146: rich, ditch.	Read and spell phonically decidable two-syllable and three-syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words p141	Review spelling of 'j' as in jet, jaguar, Jim. Teach alternative spelling of 'j', 'dge' p154. Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: fudge, sledge, badger, ledge, lodge, podgy.	Practise spelling polysyllabic words p149: dodging, badger, hedges, ledger.	Writing sentences p149. The badger is in the hedge.	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 spelling high frequency words p148.	Teach alternative spelling of 'j', 'g' p154: gym, gentle, gem.	Phoneme spotter p145 'j'.	Best bet p147.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Trimley St Mary Phonics

Year 1

Phase 5 Week 2018:					
<u>Objectives and criteria for success:</u>					
<u>Alternative spellings for u and ear p154.</u>					
<u>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.</u>					
<u>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</u>					
<u>Practise reading and spelling high frequency words p141/148.</u>			<u>Teach spelling the words Mr, Mrs, took, home p148.</u>		
<u>Practise reading sentences p142.</u>			<u>Practise reading and spelling polysyllabic words p142 and 149.</u>		
<u>Practise writing sentences p149.</u>					
	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>	<u>Apply</u>	<u>Assessment</u>
<u>Mon</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading and spelling high frequency words p141/148.</u>	<u>Teach spelling high frequency Mr, Mrs, took, home p148.</u> <u>Review spelling of 'u' as in nut, fun, sun.</u> <u>Teach alternative spelling of 'u' = 'o' p154.</u> <u>Blending for reading p134: son, come, some, done, none, ton.</u>	<u>Practise spelling polysyllabic words p149: nothing, mother, worrying, brother, monthly.</u>	<u>Reading sentences p142.</u> <u>It's nothing to worry about.</u>	<u>Give the sound when shown any grapheme that has been taught.</u> <u>For any sound given, write the common graphemes.</u>
<u>Tue</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading and spelling high frequency words p141/148.</u>	<u>Phoneme spotter p145 'u'.</u>	<u>Best bet p147 'u'.</u>	<u>Ask the children to write a sentence using different spellings for 'u'.</u>	<u>Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.</u>
<u>Wed</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading and spelling high frequency words p141/148.</u>	<u>Practise reading high frequency words p141.</u> <u>Review spelling of 'ear' as in fear, near.</u> <u>Practise all spellings of 'ear' = 'ere' p154.</u> <u>Blending for reading: here, mere, severe, interfere, adhere.</u>	<u>Practise spelling here, severe.</u>	<u>Writing sentences p149.</u> <u>Here it is.</u> <u>Please don't interfere.</u>	<u>Be able to blend and segment in order to read CVC words.</u> <u>Read and spell phonically decidable two-syllable and three-syllable words.</u>
<u>Thu</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading and spelling high frequency words p141/148.</u>	<u>Teach alternative spelling of 'ear' = 'eer' p154.</u> <u>Blending for reading: beer, sheer, veer, career, steering.</u>	<u>Practise spelling polysyllabic words p149: career, steering, veered.</u>	<u>Reading sentences p142.</u> <u>Can you steer the car?</u>	<u>Read automatically all the words in the list of 100 high frequency words.</u>
<u>Fri</u>	<u>Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.</u> <u>Practise reading and spelling high frequency words p141/148.</u>	<u>Phoneme spotter p145 'ear'.</u>	<u>Best bet p147 'ear'.</u>	<u>Play Rhyming word generation p146. Start with fear.</u>	<u>Accurately spell most of the words in the list of 100 high frequency words.</u> <u>Form each letter correctly.</u>
Phase 5 Week 16:					

Trimley St Mary Phonics

Year 1

Objectives and criteria for success: 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/p148. 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 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 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 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.	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 reading high frequency words p141. Phoneme spotter p145 'n'.	Best bet p147 'n'.	Reading sentences p142. Read the sign.	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.	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 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.	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'.	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.					

Trimley St Mary Phonics

Year 1

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 people, would, or p148.
 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
Mon	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 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.
Tue	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 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 's'.	Best bet p147 's'.	Reading sentences p142. Whistle a silly song.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two syllable and three syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Review spelling of 'z' as in zoo, zip. Teach alternative spelling of 'z' = 'ze' 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?	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 p141/148.	Phoneme spotter p145 'z'.	Best bet p147 'z'.	Reading sentences p142. I like cheese 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.

Trimley St Mary Phonics

Year 1

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.					
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 p141/148.	Teach spelling high frequency Mr, Mrs, took, home p148. Review spelling of 'u' as in nut, fun, sun. Teach alternative spelling of 'u' = 'o' p154. Blending for reading p134: son, come, some, done, none, ton.	Practise spelling polysyllabic words p149: nothing, mother, worrying, brother, monthly.	Reading sentences p142. It's nothing to worry about.	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 p141/148.	Phoneme spotter p145 'u'.	Best bet p147 'u'.	Ask the children to write a sentence using different spellings for 'u'.	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 p141/148.	Practise reading high frequency words p141. Review spelling of 'ear' as in fear, near. Practise all spellings of 'ear' = 'ere' p154. Blending for reading: here, mere, severe, interfere, adhere.	Practise spelling here, severe.	Writing sentences p149. Here it is. Please don't interfere.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two syllable and three syllable words.
Thu	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading and spelling high frequency words p141/148.	Teach alternative spelling of 'ear' = 'eer' p154. Blending for reading: beer, sheer, veer, career, steering.	Practise spelling polysyllabic words p149: career, steering, veered.	Reading sentences p142. Can you steer the car?	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 p141/148.	Phoneme spotter p145 'ear'.	Best bet p147 'ear'.	Play Rhyming word generation p146. Start with fear.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.

Phase 5 Week 2149:					
Objectives and criteria for success: 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/p148. Practise reading sentences p142.					
			Teach spelling the words looked, who, think p148. Practise reading and spelling polysyllabic words p142 and p149. 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 and three-syllable 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.	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'.	Read automatically all the words in the list of 100 high frequency words. Accurately spell most of 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 HFW pg 141, high 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'.	Form each letter correctly.

Phase 5 Week 29:					
Objectives 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. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling high frequency words p141/p148. Practise reading sentences p142.					
Teach spelling the words called, school, didn't p148. Practise reading and spelling polysyllabic words p142 and p149. 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 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 decidable two-syllable and three-syllable 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.	Phoneme spotter p145 'air'.	Best bet p147 'air'.	Ask the children to write a sentence using different spellings for 'air'.	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 234:					
Objectives and criteria for success: 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/p148. Practise reading sentences p142.					
			Teach spelling the words asked, know, can't, ran p148. Practise reading and spelling polysyllabic words p142 and p149. 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 asked, know, can't, ran p148. Review spelling of 'or' as in for, fork, stork . Teach alternative spelling of 'or' = 'al' p155. Blending for reading: talk, walk, wall, fall, stalk, ball .	Practise spelling polysyllabic words p149: beanstalk, calling, always, walkway, talking .	Read sentences p142. She is always talking.	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 'or' = 'our' p155. Blending for reading: pour, court, mourn, fourteen, your .	Practise spelling four, tournament, tour, court, pour .	Writing sentences p149. You are fourteen on your birthday.	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 'or' = 'augh' p155. Blending for reading: taught, naughty, caught, daughter .	Practise spelling haughty, caught, taught, naughty .	Read sentences p142. You were caught being naughty.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two-syllable and three-syllable 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.	Phoneme spotter p145 'or'.	Best bet p147 'or'.	Ask the children to write a sentence using different spellings for 'or'.	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 HFW pg 141/148, high frequency words p141/p148 .	Play Rhyming word generation p146. Start with for .	Read sentence Your daughter is fourteen.	Writing sentences p149. I taught Jack and the beanstalk.	Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly .

Phase 5 Week 24:					
Objectives and criteria for success: 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/p148. Practise reading sentences p142.					
			Teach spelling the words bear, long, things, new p148. Practise reading and spelling polysyllabic words p142 and p149. 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 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 spellings of the 'oo' sound.	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-syllable and three-syllable 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.	Review spelling 'ai' as in rain, tail, main. Teach alternative spelling of 'ai' = 'a-e' p156. Blending for reading: came, shake, base, amaze, escape, snake.	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. Accurately spell most of the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 2, 3, 4 and 4 and so far in Phase 5. Practise reading and spelling HFW high frequency words p141/p148.	Teach alternative spelling of 'ai' = 'ay' p155. Blending for reading: day, stay, way, clay, stray.	Practise spelling staying, play, stray, clay-work.	Use Phoneme Story Spotter – The School Sale p164. Children look for and highlight different spellings of the 'ai' sound.	Form each letter correctly.

Phase 5 Week 235: Objectives and criteria for success: 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/p148. Practise reading sentences p142.					
		Teach	Practise	Apply	Assessment
Mon	Revisit and Review 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.
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.	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 'ee' = 'ie' p155. Blending for reading: chief, thief, field, yield, shriek, relief .	Practise spelling yield, relief, field, thief .	Reading sentences p142. The chief shrieked.	Be able to blend and segment in order to read CVC words. Read and spell phonically decidable two-syllable and three-syllable 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.	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.	Read automatically all the words in the list of 100 high frequency words.

Trimley St Mary Phonics

Year 1

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. As Thursday.	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. Form each letters correctly.
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Phase 5 Week 246:

Objectives and criteria for success:

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/p148.

Practise reading sentences p142.

Teach spelling the words two, has, yes p148.

Practise reading and spelling polysyllabic words p142 and p149.

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 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.	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 '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?	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 '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.

Trimley St Mary Phonics

Year 1

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 – 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. Accurately spell most of 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. As 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!	Form each letter correctly.

Phase 5 Week 275:

Objectives and criteria for success:

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/p148.

Practise reading sentences p142.

Teach spelling the words **play, take, well** p148.

Practise reading and spelling polysyllabic words p142 and p149.

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 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

Trimley St Mary Phonics

Year 1

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.

Phase 5 Week 286:					
Objectives and criteria for success: 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/p148. Practise reading sentences p142.					
			Teach spelling the words find, more, l'll p148. Practise reading and spelling polysyllabic words p142 and p149. 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, l'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.	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 '(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.	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 '(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.	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.

Trimley St Mary Phonics

Year 1

Phase 5 Week 3028:					
Phase 5 Week 279: <u>Criteria for success:</u>					
<u>Objectives and criteria for success:</u>					
Alternative spellings for <u>oe</u> 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 using high frequency words p141/p148.					
Practise reading and spelling high frequency words p141/p148.					
Practise reading sentences p142.		Teach		Practise writing sentences p149.	
Mon	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from so phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Teach spelling high frequency words <u>Re</u> write spelling 'sh' as in wish, shot, <u>oo</u> Review the spelling of 'oo' as in spoon, <u>oe</u> Teach alternative spelling of 'sh' = 'ci' p156. <u>oe</u> Teach alternative spelling of 'oo' = 'ue' p156, facial.	Practise spelling official, facial, <u>glue</u> , Sue, Prue, tissue.	Apply writing sentences p142. Reading sentences p142. Sue uses the glue.	Assessment when Give the sound when Show many grapheme that has been taught. For any sound given, For a any sound given, write the common graphemes. Apply phonic knowledge
Tue	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Blending for reading: <u>oo</u> 'u_e' p155. Blending for reading: station, patience.	Practise spelling mention, position, station, patience.	Writing sentences p149. The policeman is at the	Apply phonic knowledge and skill as the prime and approach in reading and spelling unfamiliar words that are not completely decidable. Be able to blend and
Tue	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Teach alternative spelling of 'oo' = 'u_e' p155. Blending for reading: flute, spruce, plume, rule, rude, brute.	Practise spelling fluke, June, plume, flute.	Writing sentence June plays the flute.	Be able to blend and read CVC words. Read and spell phonically decidable two syllable and three-syllable words. Read automatically all the words on the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
Wed	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Practise reading high frequency words Teach alternative spelling of 'sh' = 's' or 'ss' p156. Alternative spelling of 'oo' = 'ue' p156. session, mission. Blending for reading: <u>blew</u> , drew, screw.	Practise spelling session, <u>Andrew</u> , flew, grew, brew, screw.	Reading sentences p142. You want sugar in Andrew flew to Spain.	Be able to blend and read CVC words. Read and spell phonically decidable two syllable and three-syllable words. Read automatically all the words on the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
Thu	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Blending for reading: <u>blew</u> , drew, screw.	Best bet p147 'sh'.	Ask the children to write a sentence using	Be able to blend and read CVC words. Read and spell phonically decidable two syllable and three-syllable words. Read automatically all the words on the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
Thu	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and 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 'oo' sound.	Best bet p147 'oo'.	Ask the children to write a sentence using different spellings for 'oo'.	Be able to blend and read CVC words. Read and spell phonically decidable two syllable and three-syllable words. Read automatically all the words on the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
Fri	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Practise reading and spelling two- and three-syllable words p149: position.	Reading sentence: Which position does he play in	Writing sentences p149. She is special.	Be able to blend and read CVC words. Read and spell phonically decidable two syllable and three-syllable words. Read automatically all the words on the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
Fri	Recall all GPCs from phase 2, 3 and 4 and so from Phase 5 and Practise reading and spelling high frequency words p141/p148.	Play Rhyme word generation p146. Start with the word soon.	Read sentences: In June the plane flew away. The crew are rude.	Writing sentences p149. A plume of smoke blew in the wind.	Be able to blend and read CVC words. Read and spell phonically decidable two syllable and three-syllable words. Read automatically all the words on the list of 100 high frequency words. Accurately spell most of the words in the list of 100 high frequency words. Form each letter correctly.
	spelling high frequency words p141/p148. As 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't~~~~This is not included this in this~~my 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 6 Week 1:					
Objectives and criteria for success: 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 Year 2 CEWs p179, introducing the children to the memory strategies used on 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.	

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 <u>Year 2 CEWs</u> p179 and polysyllabic words <u>dragon, morning, granddad, narrator</u> 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 jumped, cried, stopped, wanted, lived, liked, pulled <u>Year 2 CEWs</u> p179. Ask the children if they need to use any of the Memory strategies to help them. Look at the difference between long and short vowel sounds. Explain that this will be useful for the following day's activity. Model sorting words between long and short vowel sounds.	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.	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 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: <u>wanted, liked, looked, roasted, pulled, smiled</u> .	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 <u>jumped, cried, stopped</u> .	
Fri	Practise reading and spelling this week's common words.	Discuss strategies for tackling polysyllabic words p175: <u>dragon, morning, granddad, narrator</u> . 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, air Year 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.	
Thu	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.	
Fri	Practise reading and spelling this week's common words.	Practise diagonal joins to letters without ascenders, for example, ai, ar, un, ed.	Do Learning words Routine A activity p181, using the words classroom, together, grandmother.	Do Add race activity p173, for adding 'ed'.	

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 and practise spelling of common words something, looking, coming, thing Year 2 CEWs p179, and polysyllabic words fishfinger, springboard, clingfilm p176.					
	Revisit and Review	Teach	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, thing Year 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 present continuous. For example, I meet my friend/I am meeting my friend. I eat my dinner/I am eating my dinner.	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.	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.	
Thu	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.	
Fri	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

Trimley St Mary Phonics

Year 1

Phase 6 Week 5:

Objectives and criteria for success:

Learn and practise spelling of common words gran, key, fun, inside, hat, snow, Year 2 CEWs live- (p179).

Teach spelling guideline 5 p188.

Teach how to add the 'ing' suffix p171.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about the 'ing' suffix.	Teach reading and spelling the <u>common words gran, key, fun, inside, hat, snow, live</u> Year 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.	
Thu	Practise reading and spelling this week's common words.	Practise horizontal joins to letters without ascenders, for example, <u>ou, vi, wi, ing</u> 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.	
Fri	Practise reading and spelling this week's common words.	Go through spelling guideline 5 on p188. Rules about 'v' at the end of words: <u>give, live, have, love, above, alive, save, stove, Rev.</u> 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.	

Phase 6 Week 6:					
Objectives and criteria for success:					
Learn and practise spelling of common words never, next, first, lots, need, fish Year 2 CEWs (-p179.)					
Teach how to add the 'er' suffix p171.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about words that end in the 'v' phoneme.	Teach reading and spelling the common words never, next, first, lots, need, fish Year 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.	
Thu	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 6 Week 7:					
Objectives and criteria for success:					
Learn and practise spelling <u>Year 2 CEWs of common words better, under, river</u> p179.					
Teach 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 <u>Year 2 CEWs</u> p179. Ask the children if they need to use any of the Memory strategies to help them. Teach comparative adjectives, for example, <u>big/bigger, fat/fatter, long/longer</u> .	Give children adjectives to see if they can use them to compare, <u>tall, short, old, young</u> .	Write sentences comparing, for example: <u>Chloe is taller than Matthew. I am older than my sister.</u>	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.	

Trimley St Mary Phonics

Year 1

Fri	Practise reading and spelling this week's common words.	Practise handwriting using this week's common words.	Do Learning words Routine B activity p181, using this week's common words.	Practise reading the sentences aloud.	
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Phase 6 Week 8:					
Objectives and criteria for success: Learn and practise spelling of common words gave, may, still, found, say, soon, night <u>Year 2 CEWs</u> (-p179), and polysyllabic words <u>nightmare, nightdress, founder</u> p176. Teach children how to proofread p185.					
	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, <u>night</u> <u>Year 2 CEWs</u> 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: <u>nightmare, nightdress, founder</u> .	Write sentences using polysyllabic words.	Read each other's sentences and proofread, focussing on the polysyllabic words.	

Phase 6 Week 9:					
Objectives and criteria for success: Learn and practise spelling of <u>common words best, bad, tea, top, fell, box, sleep</u> <u>Year 2 CEWs.</u> (-p179.) 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 <u>common words best, bad, tea, top, fell, box, sleep</u> <u>Year 2 CEWs.</u> (-p179). Ask the children if they need to use any of the Memory strategies to help them. Teach superlative adjectives, for example, <u>biggest, tallest, smallest, coldest</u> . Superlatives describe the most <u>cold, tall, big</u> , etc. something can be.	Show children pictures of landscapes and ask them to think of superlatives. For example, the North Pole is the <u>coldest</u> 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: <u>grumpy, sad, happy, lonely, hungry</u> . Get the children to look at each other and choose who has acted the <u>grumpiest</u> , the <u>saddest</u> 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, <u>er, est</u> .	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: Teach the spelling guideline 6 p188. 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:

Trimley St Mary Phonics

Year 1

Objectives and criteria for success: Learn and practise spelling of common words clothes, birds, plants, trees, eggs, looks Year 2 CEWs. (-p179)- Teach how to add the 's/es' suffix 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, looks Year 2 CEWs. (-pp179.) Ask the children if they need to use any of the Memory strategies to help them. Teach the meaning of plurals: <u>one cup/ two cups, one hat/ two hats.</u>	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: <u>one shoe/two shoes, one baby/two babies.</u> What are the rules?	Practise changing the following words from singular to plural: using the rules: <u>fly, cake, book, puppy.</u>	Write a shopping list using plurals.	
Wed	Practise reading and spelling this week's common words.	Teach what happens to words ending in <u>ch/sh/tch.</u>	Practise changing the following from singular to plural: <u>bush, church, match, toothbrush.</u>	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, <u>one sheep/two sheep, one fish/ two fish.</u>	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, <u>one child/two children, one person/ two people.</u>	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:

Trimley St Mary Phonics

Year 1

Objectives and criteria for success: Learn and practise spelling of common words told, hot, book, cold, park, dark Year 2 CEWs. (-p179). 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 using the phonemes and spelling rules taught so far.
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.	
Wed	Practise reading and spelling this week's common words.	Practise handwriting: horizontal joins to letters with ascenders, for example, ol, wh, ot, 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:

Trimley St Mary Phonics

Year 1

Learn and practise spelling of common words why, white, end, than, sun, across p179-Year 2 CEWs.					
Teach spelling guideline 1 p187.					
Teach 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.	

Phase 6 Week 14:					
Objectives and criteria for success:					
Learn and practise spelling of common words gone, please, ever, miss, suddenly p179-Year 2 CEWs.					
Teach how to add the 'ly' suffix as 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 p179-Year 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.	

Phase 6 Week 15:					
Objectives and criteria for success: Learn and practise spelling of common words cat, after, much, most, toll, boat, let p179-Year 2 CEWs. Teach how to add the 'ly' suffix p171.					
	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, toll, 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, <i>week/weekly, month/monthly</i> , etc.. Do the same spelling rules apply? (Yes)	Ask the children to think of other time adverbials. List on the board: <i>hourly, annually, daily</i> .	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, <i>friend/friendly, mother/motherly</i> .	Ask the children to think of other nouns which can be changed into adjectives by adding the 'ly' suffix. List on the board: <i>homely, brotherly</i> .	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 6 Week 16:					
Objectives and criteria for success: Learn and practise spelling of <u>common words every, stop, right, sea, began, feet p179-Year 2 CEWs.</u> 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 need to use any of the Memory strategies to help them. 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.	Children work in pairs to put the following words in alphabetical order: slowly, quietly, sadly, roughly.	Ask children to put the following common words in alphabetical order: began, boy, baby, better, birds, before, boat, book, best, better, box. Discuss any they found difficult.	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 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.	

Phase 6 Week 17:					
Objectives and criteria for success: Learn and practise spelling of common words around, great, duck, horse, rabbit, small p179 <u>Year 2 CEWs</u> . Teach how to add the 'y' suffix p171. Teach 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 p179 <u>Year 2 CEWs</u> . 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, <u>bony, hairy, nosy, mouthy, leggy, cheeky</u> . (Usually means too much, or more of something.)	Ask the children to think of other words with the 'y' suffix: <u>sunny, funny, smelly</u> .	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 strategies. 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': <u>all, call, ball, also, always</u> .	Do Word sort activity p172, for words with 'or' sound.	Write sentences using the words from spelling guideline 4.	

Phase 6 Week 18:

Trimley St Mary Phonics

Year 1

Objectives and criteria for success: Learn and practise spelling of common words giant, use, along, grow, sat, window <u>Year 2 CEWs p179</u> , and polysyllabic words importantly, especially, confidently, immediately p176. Teach spelling guideline 1 p187.					
	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 <u>p179 Year 2 CEWs</u> . 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.	

Phase 6 Week 19:					
Objectives and criteria for success: Learn and practise spelling of <u>common words really, baby, floppy, door, boy p179</u> <u>Year 2 CEWs</u> , and polysyllabic words <u>homelessness, hopelessness, forgetfulness p176</u> . Teach how to add the 'ness' suffix p171.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review the strategies on the poster from last week,	Teach reading and spelling the <u>common words really, baby, floppy, door, boy p179</u> <u>Year 2 CEWs</u> . 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: <u>happiness, silliness, sadness</u> .	Ask the children to think of other words with the 'ness' suffix: <u>darkness, loneliness, sickness, fondness, tiredness</u> .	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: <u>happiness, fruitness, coldness, headness</u> . 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: <u>homelessness, hopelessness, forgetfulness p175</u> .	Write sentences using this week's common words.	Do Learning words Routine B activity p182, using this week's common words.	

Phase 6 Week 20:					
Objectives and criteria for success: Learn and practise spelling of common words <i>food, fox, way, room, these</i> p179 Year 2 CEWs , and polysyllabic words <i>enormous, terrific, horrific, fantastic</i> 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 <i>food, fox, way, room, these</i> p179 Year 2 CEWs . 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 <i>enormous, terrific, horrific, fantastic</i> p175.	Play Clap and count p176, using today's polysyllabic words.	Write sentences using today's polysyllabic words.	

Phase 6 Week 21:					
Objectives and criteria for success: Learn and practise spelling of common words car, three, head, king, town p179. <u>Year 2 CEWs.</u> Teach how to add the 'ment' suffix p171.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what children learned about the different spellings of <u>there/their/they're</u> .	Teach reading and spelling the common words car, three, head, king, town p179. <u>Year 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: <u>development, entertainment, enjoyment, amusement, employment, payment, advertisement.</u>	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:					
Objectives and criteria for success:					
Learn and practise spelling of common words each, its, green, girl, which Year 2 CEWs. -p179.					
Teach how to add the 'ful' suffix p171.					
	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 CEWs. -p179. 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: <u>restful</u> , <u>hopeful</u> , <u>playful</u> .	Think of other words they know with 'ful' suffix, for example, <u>wonderful</u> , <u>mouthful</u> , <u>careful</u> .	Look up three words with the 'ful' suffix in the dictionary and write the definitions in their books: <u>wonderful</u> , <u>painful</u> , <u>powerful</u> .	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, <u>someone who is full of power is....</u> , <u>someone who is full of pain is....</u> etc.	Give children sentences to complete: <u>someone who is full of peace is....</u> , <u>Someone who is full of beauty is</u>	Give children the following words: <u>careful</u> , <u>hopeful</u> , <u>painful</u> , 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 'ful'? 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: <u>ful</u> , <u>ment</u> and <u>ness</u> .	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.	

Phase 6 Week 23:					
Objectives and criteria for success:					
Learn and practise spelling of common words wind, wish, fly, only, place p179. Year 2 CEWs.					
Teach children how to add the 'less' suffix.					
	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 CEWs. p179. 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.	

Phase 6 Week 24:					
Objectives and criteria for success:					
Learn and practise spelling of common words mother, queen, fast, dog Year 2 CEWs.					
Teach children how to add the 'en' suffix.					
	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, dog Year 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 *edit and* adapt them ~~from the versions 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.*

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Appendix 1	Explanation of the suffixes taught in Phase 6
Appendix 2	Suffix lists (examples)
Appendix 3	Converting present tense to past tense (regular)
Appendix 4	Sorting long and short vowel sounds
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
Appendix 10	Reading, checking and marking work
Appendix 11	Spell checking
Appendix 12	Correct spelling mistakes in suffixes
Appendix 13	Correct more spelling mistakes in suffixes

Appendix 14	Adding the suffixes 'ful' and 'less'
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Appendix 14A	Writing sentences
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Appendix 1 – Explanation of the suffixes taught in Phase 6

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

Appendix 2 – Suffix Lists (examples)

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

Appendix 3 – Converting present tense to past tense (regular)

Every day I listen to the radio as I change for school. I munch my breakfast and watch TV until Mum shouts at me 'Go to school!'

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I walk to school with my friends and we talk about football.

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I play football after school finishes. I stop playing when Dad yells 'Tea-time!'

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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

Words with long vowel sounds	Words with short vowel sounds

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.

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I wanted an ice-cream and I poured strawberry sauce over it. It tasted delicious!

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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.

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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!

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Words spelled with 'ing'.

Words with the 'ing' suffix added.

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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 prettier. I told my Mum I wanted a new one and she said it was too much money and I had to wait until my birthday.

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My auntie lives in the tallest tower block in her city. She is always making cakes. I like sitting on her balcony, eating her cakes and listening to her stories.

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The little girl on the TV is the thinnest person I have ever seen. She lives in a poor country where many people are starving. I felt bad and I asked my teacher if we could help.

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Appendix 11 – Spell checking

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

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Appendix 12 – Correct spelling mistakes in suffixes

I am hopefull that it will be sunny tomorrow.

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There is some entertainmunt at the theatre.

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The darknes scares her.

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He spoke with a mouthfule of food.

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The paymennt was late.

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Homelessnes is a big problem in London.

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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.
