

# Blossom Federation

Daubeney, Sebright and Lauriston



## **Blossom Federation Phonics Programme**

2022

## Introduction

At Blossom Federation we have devised our own systematic synthetic phonics programme based upon the principles of Letters and Sounds. We use a range of resources and strategies to tailor the phonics provision to meet the needs of our pupils. It aims to build children's speaking and listening skills in their own right as well as to prepare children sufficiently for learning to read fluently by developing their phonic knowledge and skills.

With only very minor exceptions, the phonics content of the original Letters and Sounds has been retained, particularly the progression, the important phases and the teaching sequence. The programme overview shows the progression of GPC's and tricky words we teach term.



Each phonics lesson follows the following sequence:

## Phase 1

Oral blending and segmenting the sounds in words are an integral part of the later stages of Phase One. Whilst recognising alliteration (words that begin with the same sound) is important as children develop their ability to tune into speech sounds, the main objective should be segmenting words into their component sounds, and especially blending the component sounds all through a word. Exploring the sounds in words should occur as opportunities arise throughout the course of the day's activities, as well as in planned adult-led sessions with groups and individual children. Children's curiosity in letter shapes and written words should be fostered throughout Phase One to help them make a smooth transition to Phase Two, when grapheme–phoneme correspondences are introduced. There is no requirement that children should have mastered all the skills in Phase One (e.g. the ability to supply a rhyming word) before beginning Phase Two.

## Phase 2

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

- **Set 1:** s, a, t, p
- **Set 2:** i, n, m, d
- **Set 3:** g, o, c, k
- **Set 4:** ck, e, u, r
- **Set 5:** h, b, f, ff, l, ll, ss

<b>High Frequency Words and Tricky Words</b>
a, as, at, is, it, in, an, l, and, on, not, can, go, no, so, to, into, get, got, the, if, has, had, his, but, back, of, off, dad, mum, up

### Phase 3

Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally. The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs / trigraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

#### High Frequency Words and Tricky Words

he, me, be, we, she, will, was, put, are, you, all, this, that, then, them, they, see, with, my,

by, look, or, too, said, now, down, like, her, went, from

## Phase 4

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words. The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

### High Frequency Words and Tricky Words

have, it's, just, you, your, some, come, help, there, where, when, what, here, were, little, one, once, do,

## Phase 5

During this phase children learn more complex sounds and also learn alternative ways to pronounce the sounds they already know.

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul)

**Split digraphs** a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

### High Frequency Words and Tricky Words

house, about, out, say, oh, their, old, love, big, Mr, Mrs, looked, time, called, asked, very, people, water, children

## Phase 6

Throughout this phase, children develop comprehension skills needed to become successful readers. Children learn a range of strategies that help them to develop their skills of inference. This includes use of dictionaries to clarify meanings and extend vocabulary, generating questions to investigate texts and summarising texts read. Through all stages of phonics, children are given opportunities to listen to texts, read a range of books in order to develop their love of reading.

### High Frequency Words and Tricky Words

because, out, our, made, came, again, different, make, any, many, saw, full, pull, through, eyes, what, please, only, , going, many, friend, school, know, who, push, only, find, could, their, thought



## Phonics Lesson Structure

The teaching of phonics lessons must follow the Letters and Sounds recommended approach:

### Revisit and Review

Practise all previously learned letters as well as the suggested review topics on the plan. Practise oral blending and segmentation. High Frequency Words

### Teach

Teach a new letter. Teach blending and/or segmentation with that letter. Teach blending of one or two words containing the sound.

### Practice

Practise reading and/or spelling words with the new letter.

### Apply

Read or write a caption using one or more high-frequency words and words containing the new letter. Follow up with independent tasks in the classroom.

## Teaching a new sound

When learning the new phonemes, children learn best through repetition and rhyme! It is vital that this rote method of teaching is pacy, engaging, consistent and regular. Read write inc actions to teach and learn the individual letters and sounds. The Read Write Inc rhymes and mnemonics are used for *digraphs* and *trigraphs*. The Read Write Inc mnemonics are used to learn the written representation of a phoneme.

A full list of these rhymes, actions and mnemonics can be found on the phonics section on the school websites.

## Groupings of children

Children should be grouped into groups relevant to their ability and phase that they are accessing. They should be taught by an adult confident in delivering the phonics programme. It is essential these groups are constantly reviewed and rearranged according to children's levels and needs through assessment and observations. Teachers and LSA should be swapping groups periodically to ensure a consistent teaching approach.

## Intervention Groups

In some cases, children may need additional support with their phonetic skills and knowledge. Adults can run intervention groups following the Blossom Federation progression. Blending and segmenting skills are to be embedded. Adults teaching these intervention groups may also decide to supplement the learning using additional actions such as those found in Jolly Phonics and use additional phonics scheme books to consolidate the learning.



## Assessment

Following the Phonics Road map, there are certain assessment points that will also assist on groupings of children. The Autumn baseline and Screening Checks will also indicate target areas that may need to be focussed on (for example blending skills or consonant clusters). Teachers are encouraged to continually assess during sessions and discuss children's progress with all the phonics teaching staff. Children are prepared for the Summer Phonics Screening Check by high quality phonics teaching, interventions where necessary and continual assessment for learning filling in any gaps in skills or knowledge.

The Federation Phonics assessment is used as an indicator as to which phase the child is working within. This assessment is a comprehensive check on identifying the sounds, reading them in a word and writing them in context.

## Resource Packs and Online Resources

Teachers should have a teaching box of phonics resources for each lesson. They should prepare the same box for the Learning Support Assistants if they have their own group. The resources should match up to the phase they are teaching. Inside each of these boxes must be:

- Flashcards for the phase
- High Frequency Words and Tricky Words flip book for the phase
- Words to read that match up with sounds learned
- Whiteboards and Pens
- Visible alphabet frieze in the classroom
- Additional resources to inspire fun and engaging sessions (e.g objects matching up with sounds eg - socks, sunglasses, sandals when teaching S - these resources will vary across the week)

## Friday Consolidation lessons

Friday is used for the consolidation of the previously learnt 4 sounds that week.

A common trend identified across the federation when it comes to the Y1 screening check is that Phoneme Spotting / Blending / segmenting are the weak areas when it comes to reading new words and alien words

Friday is used for assessment for learning / assessment in action where by you can gauge the understanding of your group - do we need to move a child to a different group due to speed of learning / absence etc?

Phonics Planning 2nd New Edition Pete Hamlin / Robin Warren

It is used for the application of all the sounds learnt - an area of weakness in Y2. EG using ai / ee / igh / oo in writing is more telling than just using **ai** for example in the lesson. **MAKE POINT ABOUT HANDWRITING**

Handwriting **is a separate lesson** each day - but sentence writing also a part of the application of phonics lessons and sentence writing after Daily supported reading

**Classroom setup:**

All classrooms require an alphabet frieze following the phase order of teaching. (e.g. s a t p i n).

Nursery - Phase 2

Reception - Phase 2 and 3

Year 1 - Phase 3, 4 and 5

**Reception  
Timetable 1 Autumn**

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 <i>Whole class</i>	Staggered start	Staggered start	Phase 1	Phase 1	Phase 1
Week 2 <i>Whole class</i>	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Week 3 <i>Key groups</i>	s	a	t	p	Consolidation
Week 4 <i>Key groups</i>	i	n	m	d	Consolidation
Week 5 <i>Key groups</i>	g	o	c	k	Consolidation
Week 6 <i>Key groups</i>	ck	e	u	r	Consolidation
Week 7 <i>Key groups</i>	h	b	l,ll	f,ff	ss

Notes	New phonics groups based on phonics assessments	
Week 8	Options to Recap on Phase 2 or move onto Phase 3 Continually refer to Phase 1	
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		

### Reception Timetable 2 Spring 1 / Autumn 2

It may be necessary to start this timetable again in Autumn 1 Year 1 to consolidate learning and apply these sounds in reading and writing

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Key groups	j	v	w	x	Consolidation
Week 2 Key groups	y	z	zz	qu	Consolidation
Week 3 Key groups	ch	sh	th	ng	Consolidation
Week 4 Key groups	ai	ee	igh	oa	Consolidation
Week 5 Key groups	oo	ar	or	ur	Consolidation
Week 6 Key groups	ow	oi	ear	air	Consolidation

Week 6 Key groups	ure	er	recap	recap	Consolidation
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## High Frequency Words and Tricky Words

It is vital that children are confident and able to read and write high frequency words alongside their phonics level. These high frequency words are often different from the “spelling words” found within the weekly planning but should supplement their learning. This can be done using spelling checks, small group work and teacher assessments. These high frequency and tricky words should be included in the review section of each phonics lesson. They run alongside the newly learnt phonemes to help consolidate the learning and provide a consistent approach. Some tricky words, for example the, like, come and said, appear earlier on in the scheme before some specific phonemes are taught. These words are vital for early reading in Daily Supported Reading and literacy writing tasks.

They should be taught in the following order:

### Phase 2

Group 2.1 a, as, at

Group 2.2 is, it, in, an, I

Group 2.3 and, on, not, can, go, no, so

Group 2.4 to, into, get, got, the

Group 2.5 if, has, had, his, but, back

Group 2.6 of, off, dad, mum, up

### Phase 3

Group 3.1 he, me, be, we, she

Group 3.2 will, was, put

Group 3.3 are, you, all

Group 3.4 this, that, then, them, they

Group 3.5 see, with, my, by

Group 3.6 look, or, too, said,

Group 3.7 now, down, like

Group 3.8 her, went, from

### Phase 4

Group 4.1 have, it's, just

Group 4.2 you, your, some, come

Group 4.3 help, there, where

Group 4.4 when, what, here, were

Group 4.5 little, one, once, do,

### Phase 5

Group 5.1 house, about, out, say

Group 5.2 oh, their, old, love

Group 5.3 big, Mr, Mrs

Group 5.4 looked, time, called,

Group 5.5 asked, very, people

Group 5.6 water, children

## Alternate spellings and split digraphs

Group 5.7 **because, out, our,** made, came

Group 5.8 again, different, make

Group 5.9 **any, many, saw, full, pull**

Group 5.10 through, eyes, what, please, only

Group 5.11 going, many, friend

Group 5.12 school, know, who, push

Group 5.13 only, find, could, their, thought

## Phase 6

Year 2 will learn the next 200 High Frequency words from Page 195 of the Letters and Sounds document.



## Class phonics books

Schools will be provided with books from the Reading Planet (Rocket Phonics) from Rising Stars. The reading books are aligned with the teaching of the letters and sounds progression. These books can be found in the classroom reading area of Reception - Year 2 for the children to independently choose to read. A full list of books and their appropriate levels can be found here:

[https://www.risingstars-uk.com/media/Rising-Stars/Reading/RP-Overview-chart-update\\_jan-22\\_web.pdf](https://www.risingstars-uk.com/media/Rising-Stars/Reading/RP-Overview-chart-update_jan-22_web.pdf)

Home reading books are a combination of these Rising Stars books and other phonics books available in the school. For example, Read Write Inc, Biff Chip and Kipper, Monster phonics, Bug club etc. These are also matched and aligned to the Letters and Sounds phases but parents are encouraged to share the skills of early reading with their children, not just decoding words.

### Daily Supported Reading (DSR)

Pupils experience shared, guided and independent reading through a Daily Supported Reading (DSR) model. Pupils are assessed using PM Benchmarking and given a reading level which informs their reading group. Pupils are taught in small groups (4-6 pupils) with a lead adult.

Daily Supported Reading is a programme that ensures children in KS1 develop reading fluency by reading authentic natural language stories every day. Daily Supported Reading is implemented in addition to a school's synthetic phonics programme.

Children read in small groups led by a trained adult. Adults use a lesson guide to structure the session, and to support independent engagement with, and independent enjoyment of, a range of story books. Adults receive ongoing weekly professional development training across the year. They also receive regular coaching support while working with their reading groups each day. The stories that children read in DSR are matched to their independent reading levels and children are promoted to higher level texts weekly.

Through texts, children learn to respond to, and engage with new ideas and information. (Cultural capital).

- They are taught how to access information with increasing autonomy and to read aloud with increasing fluency.
- They learn to problem solve independently, while keeping a story or message in mind. (Global comprehension)
- They begin to trust, value, and deepen their own opinions and responses while reading with increasing fluency and understanding.

Run alongside daily phonics lessons, DSR helps develop early reading behaviours through this shared reading model. This can include; holding the book the right way up, following the text from left to right, 1:1 correspondence, knowing that print carries meaning, identifying characters and settings, recognising signs and symbols and using images to support comprehension.

## **Early Years Foundation Stage**

In EYFS there is a real focus on the development of communication and language. These building blocks are learnt through role play, stories and rhymes, interacting with adults, peers and the learning environment. Pupils develop curiosity and enthusiasm for reading through whole class and group story time. They have many stories told and read to them and they have opportunities to retell narratives themselves.

In Nursery there are planned daily phase one phonics activities in groups aimed at developing the pupil's early phonological awareness. The pupils move on to learn phase 2 sounds in the Summer Term. Pupils choose a book of their choice from the book corner to take home and share with their parents/carers.

In Reception pupils continue to have daily phonics input. Initially phonics is taught as a whole class. On- going assessment throughout the year then leads to pupils being streamed into three groups based on the phase they are working on. Early reading skills begin to be developed through the model of daily supported reading in small groups led by trained adults. Lessons begin in the Autumn term twice a week which then increase to four times a week by Summer term at Lauriston. At Sebright lessons begin in the spring term and are timetabled four times a week. At Daubeney, DSR begins in Autumn 2 and sessions are timetabled four times a week. In DSR they develop their speaking skills and vocabulary which leads to improved language comprehension and oracy. They begin to be able to read and talk about a range of fiction, poetry and non-fiction. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts through 'book talk'. Pupils have the opportunity to take home a range of books to consolidate their learning at home. Further guidance on this can be found below in the Home Readers section.

## **Key Stage One**

Year 1 and 2 continue the model of Daily Supported Reading which pupils are introduced to in the summer term of Reception. This approach is based on children reading with an adult in a small group each day. The adult introduces the text and then reads it to the children. Next they read the text altogether. Finally, the children try reading the text themselves. This highly scaffolded and supported approach allows children to hear and see the words multiple times when reading a book. It encourages pupils to become independent readers with a 'grab bag' of strategies and prompts for when they get stuck. We develop skill word readers through the combination of using




their phonetic knowledge to decode unfamiliar words with the speedy recognition of familiar high frequency printed words. This model develops our pupils to be proactive in solving problems whilst keeping a story in mind.

KS1 pupils also continue to have daily phonics sessions. Based on teacher-led assessments pupils are placed into differentiated phonics groups focusing on one phase. Phonics interventions are put into place with pupils are identified as not making progress throughout the year. Every phonics session begins with an introduction of learning objective, revisit and review of previously taught sounds, teaching of a new sound/skill, pupils practise blending and/or segmenting of new sound/skill taught followed by application of taught skill in sentence or caption level. In Year 2, pupils move on to explicit grammar sessions once they have passed the phonics screener.



# Blossom Federation Phonics Planning 2nd New Edition Road Maps

Phonics Map Reception		
<p>At the Blossom Federation we follow the Letters and Sounds progression of teaching. Each session follows the review-teach-practice-apply technique. Read Write Inc mnemonics are used to learn how to write the letters and remember the phonemes. Jolly Phonics actions may also be used to prompt children.</p>		
<b>Autumn</b>	<div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Phase 1</div> <b>BLENDING AND SEGMENTING</b> Focus on speech and language. Some children will already know some sounds and they may be able to start blending some sounds together	<span style="background-color: #4caf50; color: white; border-radius: 50%; padding: 2px 5px; font-size: 8px;">Baseline</span>
<div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; display: inline-block; margin-bottom: 5px;">Phase 2</div> <b>BLENDING AND SEGMENTING</b> Follow Letters and Sounds progression of lessons ensuring Phase 1 skills of blending and segmenting are secure. Children may be split into groups to secure blending and segmenting through speech and language activities or to confidently start Phase 2. REVIEW: Continued review of blending and segmenting in spoken word TEACH s a t p i n m d g o c k		
<b>Spring</b>	<div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Phase 2/3</div> <b>BLENDING AND SEGMENTING</b> Children to match up phonics skills and knowledge in Daily Supported Reading and books REVIEW: s a t p i n m d g o c k TEACH ck e u r h b l f ll ff ss j v w x y z zz	<span style="background-color: #4caf50; color: white; border-radius: 50%; padding: 2px 5px; font-size: 8px;">Check</span>
<div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; display: inline-block; margin-bottom: 5px;">Phase 3</div> <b>BLENDING AND SEGMENTING</b> Children to be able to start using learned phonemes in writing REVIEW: s a t p i n m d g o c k ck e u r h b l f ll ff ss TEACH: qu sh th ch ng ai ee oa oo		
<b>Summer</b>	<div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Phase 3</div> <b>BLENDING AND SEGMENTING</b> Children to be able to identify 10 digraphs from flash cards and read in sentences REVIEW: Application of Phase 2 sounds TEACH oo ar or igh ur ow ear er air ure	<span style="background-color: #4caf50; color: white; border-radius: 50%; padding: 2px 5px; font-size: 8px;">Check</span>
Federation phonics assessment Federation reading assessment		<span style="background-color: #4caf50; color: white; border-radius: 50%; padding: 2px 5px; font-size: 8px;">Check</span> <div style="background-color: #4caf50; color: white; padding: 5px; border-radius: 10px; display: inline-block; font-size: 8px;">ELG – Read up to 10 digraphs</div>

# Phonics Map Year 1



At the Blossom Federation we follow the Letters and Sounds progression of teaching. Each session follows the review-teach-practice-apply technique. Read Write Inc mnemonics are used to learn how to write the letters and remember the phonemes. Jolly Phonics actions may also be used to prompt children.

## Autumn

### Phase 2 / 3

Check

Follow Letters and Sounds progression of lessons and review where children are. Split into groups to either revise Ph2 and embed Ph3 sounds by end of half term.

### Phase 4

Follow Letters and Sounds progression of lessons ensuring Phase 1 skills of blending and segmenting are secure. Some children may still be learning Ph3 sounds.

Check

## Spring

### Phase 3 review - Phase 5

Follow letters and sounds progression and aim to complete teaching all Ph5 sounds by the end of the half term. Some groups of children may need to accelerate their learning of these sounds when moving to rote learning style.

### Rote learning Ph3 / Ph5

digraphs and trigraphs

Frequent, consistent and fast rote chanting of alternative spellings of sounds. Application by reading. Introduction of nonsense words and discrete teaching of phoneme spotting. Sound buttons to assist.

Check

## Summer

### Targeted teaching

This will involve reviewing the results from the previous check to fill gaps. Teacher led groups for children who didn't get more than 25/40 in screening check. LSAs lead groups who have more than 25/40. Weekly review of vulnerable children and where their knowledge and skills. Continue rote chanting!

### Filling the gaps

Check

Continue focusing on vulnerable children who may have only just passed. Focus on application of phonics knowledge in writing. Children who didn't make 32/40 to continue to have targeted teaching to prepare for Year 2.

Screening Check – 32/40

## Phonics Lesson and Intervention Map



Below are the age expected milestones of learning each sound. There will be children who have learned these quickly and some who need to fill some gaps. Teachers should regularly assess and review phonics groups to ensure all Phase 5 sounds are learned by Summer 2.

Blending and Segmenting is the fundamental skill that all children need.  
Encourage children to spot the following sounds in words as they sound them out.

**Autumn**

Phase 2 / 3

**BLENDING AND SEGMENTING**

REVIEW: s a t p i n m d g o c k c k e u r h b l f ll ff ss

TEACH: j v w x y z zz qu sh th ch ng ai ee oa oo oo ar or igh ur ow ear er air ure

Phase 4

**BLENDING AND SEGMENTING**

REVIEW: Previous sounds from Autumn 1

TEACH: Some Phase 3 sounds will need to be retaught

Focus on application of sounds using blending and segmenting

**Spring**

Phase 3 review - Phase 5

**BLENDING AND SEGMENTING**

REVIEW: Application of Ph2 and Ph3 sounds

TEACH: ay ou ie ea oy ir ue aw ow wh ph ew oe au ey a-e e-e i-e o-e u-e

Rote learning Ph3 / Ph5

digraphs and trigraphs

**BLENDING AND SEGMENTING**

REVIEW: All previously learned sounds through quick fire rote learning and chanting

TEACH: Some Ph5 sounds will need to be retaught

Focus on application of sounds using blending and segmenting

Phoneme spotting using sound buttons

**Summer**

Targeted teaching

Rearranged groupings to prepare for phonics screening check

Focus teaching Phase 5 sounds especially split digraphs

Filling the gaps

Rearrange groupings and focus literacy lessons on application of phonics in writing  
Phase 5 sound focus

# Blossom Phonics Overview

To support the planning and delivery of Blossom Phonics, teaching staff will need a copy of [Letters and Sounds: Principles and Practice of High Quality Phonics](#). The page numbers next to each activity in the tables below match up to the guidance and explanations in this publication.

## Phase 1

Phase	Aspect	Activity
Phase 1	Aspect 1	<p><b>Environmental sounds</b>  <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 the difference between sounds (Listening and remembering sounds – LRS).            To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p>
Phase 1	Aspect 2	<p><b>Instrumental sounds</b>  <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).</p>
Phase 1	Aspect 3	<p><b>Body percussion</b>  <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>
Phase 1	Aspect 4	<p><b>Rhythm and rhyme</b>  <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).</p>

Phase	Aspect	Activity
Phase 1	Aspect 5	<p><b>Alliteration</b>  <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).</p>
Phase 1	Aspect 6	<p><b>Voice sounds</b>  <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).</p>

## Phase 2

Phase	Week	Activity
Phase 2	Week 1 Spelling words: a, at, as, sat, pat, tap, sap, day, here, can	<p>Learn that we read words in English from left to right (see Author's Note).            Learn and practise letters/sounds <b>s a t p</b> (set 1) and start to practise oral blending and segmenting p55.            Blend and read the high frequency words <b>a, at, as</b> p64 making sure they understand that words are read from left to right.            Identify the name of each new letter learned. See Phase 2 Appendix 1.</p>
Phase 2	Week 2 Spelling words: is, it, in, an, I, sit, did, sad, mat, am	<p>Learn that we read words in English from left to right (see Author's Note).            Learn and practise letters/sounds <b>i n m d</b> (set 2) and practise letters/sounds learned so far p51.            Identify the name of each new letter learned. See Phase 2 Appendix 1.            Practise oral blending and segmenting p55–6.            Blend and read the high frequency words <b>is, it, in, an, I</b> p64.            Teach blending with letters (for reading) p58.            Practise blending for reading p59.</p>

Phase 2	<p>Week 3</p> <p>Spelling words: not, no, and, can, go, on, fun, into, cat, pin</p>	<p>Learn and practise letters/sounds <b>g o c k</b> (set 3) and practise letters/sounds learned so far p51.</p> <p>Practise oral blending and segmenting p55–6.</p> <p>Read the high frequency words <b>and, on, not, into, can, no, go</b> p64.</p> <p>Teach blending with letters (for reading) p58.</p> <p>Practise blending for reading p59.</p> <p>Teach segmentation for spelling p61.</p> <p>Demonstrate reading captions using words with week 1 and 2 letters and <b>and</b> p66–7.</p> <p>Identify the name of each new letter learned. See Phase 2 Appendix 1</p> <p>Children read in the correct direction across a word.</p>
Phase 2	<p>Week 4</p> <p>Spelling words: to, get, got, the, put, ran, run, rock, sack, neck</p>	<p>Learn and practise letters/sounds <b>ck e u r</b> (set 4) and practise letters/sounds learned so far p51.</p> <p>Teach <b>ck</b>, explain its never at the start of words and practise reading words ending in <b>ck</b>.</p> <p>Identify the name of each new letter learned. See Phase 2 Appendix 1.</p> <p>Practise oral blending and segmenting p55–6.</p> <p>Read the high frequency words <b>to, get, got, the, put</b> p64.</p> <p>Teach children about vowels.</p> <p>Children read in the correct direction across a word.</p> <p>Support children in reading, and demonstrate spelling, captions using week 1 to 3 letters and high frequency words <b>and, the, to</b> p66–7.</p>
Phase 2	<p>Week 5</p> <p>Spelling words: if, off, big, had, his, him, but, back, puff, hat</p>	<p>Learn and practise letters/sounds <b>h b f ff</b> (set 5) and practise letters/sounds learned so far p51.</p> <p>Children read in the correct direction across a word.</p> <p>Teach that <b>ff</b> is usually at the end of a word and practise reading words ending in <b>ff</b> p51.</p> <p>Identify the name of each new letter learned. See Phase 2 Appendix 1.</p> <p>Practise oral blending and segmenting p55–6.</p> <p>Read the high frequency words <b>if, off, big, had, his, him, but, back</b> p64.</p> <p>Blend for reading p59.</p> <p>Segment for spelling p61.</p> <p>Support children in reading and spelling, captions using week 1 to 4 letters and high frequency words <b>no, go, to and, the</b> p66–7.</p>
Phase 2	<p>Week 6</p> <p>Spelling words: of, dad, mum, up, bell, all, hill, miss, boss, less</p>	<p>Learn and practise letters/sounds <b>l ll and ss</b> (set 5) and practise letters/sounds learned so far p51.</p> <p>Identify the name of each new letter learned. See Phase 2 Appendix 1.</p> <p>Teach that <b>ll</b> and <b>ss</b> is usually at the end of a word and practise reading words ending in <b>ff</b> p51.</p> <p>Segment for spelling p61.</p> <p>Blend and read the high frequency words <b>of, dad, mum, up</b> p64.</p> <p>Blend for reading p59.</p> <p>Support children in reading and spelling captions using week 1 to 5 letters and high frequency words <b>no, go, to and, the, to</b> p66–7.</p> <p>Children read in the correct direction across a word.</p> <p>End of Phase 2 Assessment.</p>

## Phase 3

Phase	Week	Activity
Phase 3	Week 1 Spelling words: he, we, me, be, hot, van, will, fox, mix, tax	Learn and practise letters/sounds <b>j v w x</b> (set 6) p78–79. Practise all letters/sounds learned so far. Practise blending for reading p85–88. Practise segmentation for spelling p88–91. Practise reading high frequency words learned so far. Practise reading the tricky high frequency words <b>he, we, me, be</b> p91.
Phase 3	Week 2 Spelling words: will, was, yes, like, play, red, box, yet, very, and	Learn and practise letters/sounds <b>y z</b> (set 7) p78–79. Practise all letters/sounds learned so far. Learn the alphabet song (Appendix 1). 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 <b>no, go, the, and, to, I</b> . Teach reading the tricky words <b>will, was</b> p91–93.
Phase 3	Week 3 Spelling words: are, you, duck, well, tell, buzz, fizz, quick, quack, sun	Learn and practise letters/sounds <b>zz qu</b> p81. Practise all previously learned GPCs. 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 <b>no, go, the, and, to, I</b> . Teach reading the high frequency words <b>are, you</b> p91–93. Practise reading and writing captions and sentences p 95–98. Teach children how to find a capital letter.
Phase 3	Week 4 Spelling words: this, that, then, them, with, they, fish, wish, shed, much	Learn and practise letters/sounds <b>sh th</b> (voiced and unvoiced) <b>ch</b> p81. Practise all previously learned GPCs. 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 <b>no, go, the, and, to, I</b> . Teach reading the high frequency words <b>this, that, then, them, with, they</b> p91–93. Practise reading and writing captions and sentences p 95–98. Find corresponding capital letter to any letter learned so far.



Phase	Week	Activity
Phase 3	Week 5 Spelling words: see, my, queen, cheep, keep, wait, again, boat, soap, long	Learn and practise letters/sounds <b>ng ai ee oa</b> p81. Practise all previously learned GPCs. 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. Teach reading the high frequency words <b>see, my</b> p91-93. Practise reading and writing captions and sentences p95-98.
Phase 3	Week 6 Spelling words: look, for, too, park, car, dark, hard, book, food, good	Learn and practise letters/sounds long <b>oo</b> short <b>oo ar or</b> p81. Practise all previously learned GPCs. Practise blending for reading p85-88. Practise segmentation for spelling p88-91. Practise reading high frequency words learned so far. Teach reading the high frequency words <b>look, for, too</b> p91-93. Practise reading and writing captions and sentences p95-98.
Phase 3	Week 7 Spelling words: now, down, she, right, night, how, town, coin, toil, turn	Learn and practise letters/sounds <b>igh ur ow oi</b> p81. Practise all previously learned GPCs. Practise blending for reading p85-88. Practise segmentation for spelling p88-91. Practise reading high frequency words learned so far. Teach reading the high frequency words <b>now, down, she</b> p91-93. Practise reading and writing captions and sentences p95-98.
Phase 3	Week 8 Spelling words: her, air, hair, near, year, never, better, after, pure, fern	Learn and practise letters/sounds <b>ear er air ure</b> p81. Practise all previously learned GPCs. Practise blending for reading p85-88. Practise segmentation for spelling p88-91. Practise reading high frequency words learned so far. Teach reading the high frequency words <b>her</b> p91-93. Practise reading and writing captions and sentences p95-98.

Phase	Week	Activity
Phase 3	Week 9 Spelling words: all, was, then, with, you, are, looking, tonight, boxer, waiting	Practise all previously learned GPCs. Practise blending for reading p85–88. Practise segmentation for spelling p88–91. Practise reading high frequency words learned so far. Teach reading the high frequency words all p91–93. Teach how to read two-syllable words p94. Practise reading and writing captions and sentences p95–98.
Phase 3	Week 10 Spelling words: she, me, he, him, her, into, going, any, man, dog	Practise all previously learned GPCs. Practise blending for reading p85–88. Practise segmentation for spelling p88–91. Practise reading high frequency words learned so far. Teach how to read two-syllable words p94. Practise reading and writing captions and sentences p95–98.

## Phase 4

Phase	Week	Activity
Phase 4	Week 1 Spelling words: said, so, went, from, want, must, end, wind, found, most	Practise recognition and recall of Phase 2 and 3 graphemes p109–110. Teach and practise reading CVCC words p111. Teach and practise spelling CVCC words p112. Teach reading the tricky words said, so p118 and decodable words went, from p119. Teach spelling the tricky words he, she, me, we, be p119. Practise reading and spelling high frequency words p118. Practise reading sentences p122. Practise writing sentences p124.

Phase	Week	Activity
Phase 4	Week 2 Spelling words: have, like, it's, many, just, next, small, green, took, room	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 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.
Phase 4	Week 3 Spelling words: some, come, there, because, help, tree, trees, stop, dragon, make	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 some, come, there p119 and decodable word help p119. Teach spelling the tricky words they, are p119. Practise reading and spelling high frequency words p118. Practise reading sentences p122. Practise writing sentences p124.
Phase 4	Week 4 Spelling words: children, when, what, think, across, gran, us, door, soon	Practise recognition and recall of Phase 2 and 3 graphemes p109–110. Practise reading words containing two adjacent consonants (CCVCC words) p113–115. Practise spelling words containing two adjacent consonants p113–115. Teach reading the tricky words when, what p119 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.
Phase 4	Week 5 Spelling words: were, little, one, friend, something, grandad, rabbit, saw, long, lots	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, little, one p118. Teach spelling the tricky word all p119. Practise reading and spelling high frequency words p118. Practise reading sentences p122. Practise writing sentences p124. Reading and spelling two-syllable words p121.

Phase	Week	Activity
Phase 4	Week 6 Spelling words: do, out, girl, round, around, along, thing, things, king	<p>Practise recognition and recall of Phase consonants p113–115.</p> <p>Practise spelling words containing two or three adjacent consonants p113–115.</p> <p>Practise spelling words containing two adjacent consonants p113–115.</p> <p>Teach reading the tricky words do, out* p118.</p> <p>Practise reading and spelling high frequency words p118.</p> <p>Practise reading sentences p122.</p> <p>Practise writing sentences p124.</p> <p>Reading and spelling two-syllable words p121.</p>
Phase 4	Week 6 Spelling words: do, out, girl, round, around, along, thing, things, king	<p>Practise recognition and recall of Phase consonants p113–115.</p> <p>Practise spelling words containing two or three adjacent consonants p113–115.</p> <p>Practise spelling words containing two adjacent consonants p113–115.</p> <p>Teach reading the tricky words do, out* p118.</p> <p>Practise reading and spelling high frequency words p118.</p> <p>Practise reading sentences p122.</p> <p>Practise writing sentences p124.</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 5

Phase	Week	Activity
Phase 5	Week 1 Spelling words: people, house, about, so, said, away, shouted, pie, eat, sea	<p>Teach new graphemes for reading p134 ay ou ie ea.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky word people p140 and decodable words house, about p141.</p> <p>Teach spelling the words said, so p148.</p> <p>Practise reading and spelling high frequency words p141 and p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading and writing sentences p142 and p149.</p>

Phase	Week	Activity
Phase 5	Week 2 Spelling words: oh, their, old, have, like, boy, bird, blue, toy, girl	<p>Teach new graphemes for reading p134 <b>oy ir ue</b>.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky words <b>oh, their</b> p140 and decodable word <b>old</b> p141.</p> <p>Teach reading the words <b>oh, old, their</b> p141.</p> <p>Teach spelling the words <b>have, like</b> p148.</p> <p>Practise reading and spelling high frequency words p141 and p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading and writing sentences p142 and p149.</p>
Phase 5	Week 3 Spelling words: don't, by, Mr, Mrs, crawl, straw, white, which, dolphin, threw	<p>Teach new graphemes for reading p134 <b>aw, wh ph ew</b>.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky words <b>don't, by</b> p140 and decodable words <b>Mr, Mrs</b> p141.</p> <p>Teach spelling the words <b>some, come</b> p148.</p> <p>Practise reading and spelling high frequency words p141 and p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading and writing sentences p142 and p149.</p>
Phase 5	Week 4 Spelling words: looked, time, your, called, were, toe, author, chimney, key, take	<p>Teach new graphemes for reading p134 <b>oe au ey a-e e-e</b> (split digraph p135).</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words <b>looked, time, your, called</b> p141.</p> <p>Teach spelling the word <b>were</b> p148.</p> <p>Practise reading and spelling high frequency words p141 and p148.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading and writing sentences p142 and p149.</p>
Phase 5	Week 5 Spelling words: there, asked, very, slide, nine, bone, stone, rule, June, treasure	<p>Teach new graphemes for reading p134 <b>i-e o-e u-e</b> (p135) <b>'zh' as in treasure</b> (p157).</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the word <b>there</b> p148.</p> <p>Teach reading the words <b>asked, very</b> p141.</p> <p>Practise reading and spelling polysyllabic words p142 and p149.</p> <p>Practise reading and spelling high frequency words p141 and p148.</p> <p>Practise reading and writing sentences p142 and p149.</p>

Phase	Week	Activity
Phase 5	Week 6 Spelling words: when, water, where, stick, child, from, find, stop, mostly, was	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 p141. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 7 Spelling words: who, because, out, made, came, crisp, central, cycle, magic, danger	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. Teach spelling the words out, made, came. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 8 Spelling words: again, different, one, make, here, sudden, suddenly, fun, under, snow	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 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 9 Spelling words: thought, any, saw, do, head, friend, really, field, read, reading	Alternative pronunciations for ie and ea p136. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words thought, any, saw p141. Teach spelling the word do. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.

Phase	Week	Activity
Phase 5	Week 10 Spelling words: through, eyes, what, please, school, mother, bigger, better, chef, chalet	Alternative pronunciations for <b>er</b> and <b>ch</b> 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 <b>through, eyes</b> p141. Teach spelling the words <b>what, please</b> . Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 11 Spelling words: of, work, friends, want, little, fast, last, ask, father, pass	Alternative pronunciations for <b>a</b> 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 <b>work, friends, want</b> p141. Teach spelling the word <b>little</b> . Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 12 Spelling words: mouse, once, many, yes, you, every, only, floppy, happy, fly	Alternative pronunciations for <b>y</b> 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 <b>mouse, once, many</b> p141. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 13 Spelling words: laughed, over, out, about, best, bed, soup, our, book, looks	Alternative pronunciations for <b>ou</b> and <b>e</b> 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 <b>laughed, over</b> p141. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.

Phase	Week	Activity
Phase 5	Week 14 Spelling words: could, would, should, money, honey, grey, may, day, way, say	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 and spelling the words could, would, should p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5 YEAR 2	Week 15 Spelling words: oh, their, his, her, picture, catch, kitchen, gentle, need, than	Alternative spellings for /ch/ and /j/ sounds p144. 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, their p141 and p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 16 Spelling words: home, going, know, knew, knife, knock, knit, knee, gnaw, gnat	Alternative spellings for /n/, /r/ and /m/ sounds p144. 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 home, going p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 17 Spelling words: people, or, because, horse, come, some, castle, gave, lived, river	Alternative spellings for /s/, /z/ and /u/ sounds p144. 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, or p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and p149.
Phase 5	Week 18 Spelling words: Mr, Mrs, here, there, where, worm, work, bear, learn, near	Alternative spellings for /ear/ and /ur/ sounds p144. 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 Mr, Mrs p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and 149. Practise reading and writing sentences p142 and 149.



Phase	Week	Activity
Phase 5	Week 19 Spelling words: looked, who, after, last, couldn't, wouldn't, shouldn't pull, pulled, push	Alternative spellings for /ar/ and short /oo/ sounds p144. 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 looked, who p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 20 Spelling words: called, school, didn't somewhere, everywhere, nowhere, care, square, Saturday,, tear	Alternative spellings for /air/ and /ai/ sounds p144. 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 called, school, didn't p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 21 Spelling words: asked, can't, know, was, because, always, fork, your, wanted, coming	Alternative spellings for /or/ sound r 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. Teach spelling the words asked, know, can't p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 22 Spelling words: new, everyone, our, bee, three, feet, sleep, tea, each, these	Alternative spellings for /ee/ sound p144. 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 everyone, new, our p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.

Phase	Week	Activity
Phase 5	Week 23 Spelling words: two, has, why, July, night, time, liked, tie, cry, cried	Alternative spellings for the /igh/ sound p144. 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 two, has p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 24 Spelling words: magic, grow, window, home, alone, no, hero, live, told, cold	Alternative spellings for the /oa/ sound p144. 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 magic p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 25 Spelling words: find, more I'll, I'm, use, June, few, blue, bad, box	Alternative spellings for the /(y)oo/ and /oo/ sounds p144. 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 find, more, I'll p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Week 26 Spelling words: shouted, other, another, special, social, sure, sugar, mission, session, great	Alternative spellings for the /sh/ sound p144. 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 shouted, other p148. Practise reading and spelling high frequency words p141 and p148. Practise reading and spelling polysyllabic words p142 and p149. Practise reading and writing sentences p142 and 149.
Phase 5	Weeks 27/28	Use these two weeks to assess children. Identify any gaps in their understanding and revisit.

## Phase 6

Phase	Week	Activity
Phase 6	Week 1 Spelling words	Teach the past tense p170. Teach spelling polysyllabic words <b>animals, garden, another, everyone</b> p176. <b>keep, last, even, before, baby, plants</b> Learn and practise spelling the common words <b>keep, last, even, before</b> p179, introducing the children to the memory strategies used on that page.
Phase 6	Week 2 Spelling words	Teach how to use the suffix 'ed' p171. Learn and practise spelling of common words <b>jumped, cried, stopped, wanted, lived, liked, pulled</b> p179 <b>narrator, began, before</b> and polysyllabic words <b>dragon, morning, grandad, narrator</b> p176.
Phase 6	Week 3 Spelling words	Teach the past tense p170 (irregular verbs). Learn and practise spelling of common words <b>been, must, hard, am, run, red, bed, air</b> p179 and polysyllabic words <b>classroom, together, grandmother</b> p176. <b>Spelling words: must, see, saw, say, said, have, had, am, was, together</b>
Phase 6	Week 4 Spelling words	Teach what happens to the meaning of a verb when they add the 'ing' suffix. Learn and practise spelling of common words <b>something, looking, coming, thing</b> p179 <b>friend, place, gone, eggs, ever, still</b> and polysyllabic words <b>fishfinger, springboard, clingfilm</b> p176.
Phase 6	Week 5 Spelling words	Teach how to add the 'ing' suffix p171. Teach spelling guideline 5 p188. Learn and practise spelling of common words <b>gran, key, fun, inside, hat, snow, live</b> p179. <b>inside, giant, birds, even, let, hail, live, living, give, giving</b>
Phase 6	Week 6 Spelling words	Teach how to add the 'er' suffix p171. Learn and practise spelling of common words <b>never, next, first, lots, need, fish</b> p179. <b>teach, teacher, read, reader</b>
Phase 6	Week 7 Spelling words	Teach how to add the 'er' suffix p171. Learn and practise spelling of common words <b>better, under, river</b> p179. <b>clothes, big, bigger, long, longer, short, shorter</b>
Phase 6	Week 8 Spelling words	Teach children how to proofread p185. Learn and practise spelling of common words <b>gave, may, still, found, say, soon, night</b> p179 and polysyllabic words <b>nightmare, nightdress, founder</b> p176. <b>sooner, once, because, his</b>
Phase 6	Week 9 Spelling words	Teach how to add the 'est' suffix p171. Learn and practise spelling of common words <b>best, bad, tea, top, fell, box, sleep</b> p179. <b>biggest, tall, taller, tallest, small, smaller, smallest, saddest, hungry, hungriest</b>
Phase 6	Week 10 Spelling words	Teach the spelling guideline 6 p188. Teach elisions or contractions using the common words <b>that's, I've, let's, there's, he's, we're, couldn't</b> (spelling guideline 6 p188). <b>he'd, they're, I'll, she'll</b>

Phase	Week	Activity
Phase 6	Week 11 Spelling words	Teach how to add the 's/es' suffix as plurals p171. Learn and practise spelling of common words <b>clothes, birds, plants, trees, eggs, looks</b> p179. <b>books, shoes, child, children, babies</b>
Phase 6	Week 12 Spelling words	Teach how to add the 's/es' suffix verb endings p171. Teach spelling guideline 2 p187. Learn and practise spelling of common words <b>told, hot, book, cold, park, dark</b> p179. <b>was, quad, squash, quality</b>
Phase 6	Week 13 Spelling words	Teach spelling guideline 1 p187. Teach spelling guideline 3 p187. Learn and practise spelling of common words <b>why, white, end, than, sun, across</b> p179. <b>worth, worm, word, worship</b>
Phase 6	Week 14 Spelling words	Teach how to add the 'ly' suffix as p171. Learn and practise spelling of common words <b>gone, please, ever, miss, suddenly</b> p179. <b>quietly, slowly, happily, heavily, quickly</b>
Phase 6	Week 15 Spelling words	Teach how to add the 'ly' suffix p171. Learn and practise spelling of common words <b>cat, after, much, most, tell, boat, let</b> p179. <b>friend, friendly, month, monthly, year, annually</b>
Phase 6	Week 16 Spelling words	Teach how to use a dictionary p186. Learn and practise spelling of common words <b>every, stop, right, sea, began, feet</b> p179. <b>rough, roughly, sunny, fully</b>
Phase 6	Week 17 Spelling words	Teach how to add the 'y' suffix p171. Teach spelling guideline 4 p187. Learn and practise spelling of common words <b>around, great, duck, horse, rabbit, small</b> p179. <b>hairy, cheeky, bony, nosy</b>
Phase 6	Week 18 Spelling words	Teach spelling guideline 1 p187. Learn and practise spelling of common words <b>giant, use, along, grow, sat, window</b> p179 <b>all, always, also, important</b> and polysyllabic words <b>importantly, especially, confidently, immediately</b> p176.
Phase 6	Week 19 Spelling words	Teach how to add the 'ness' suffix p171. Learn and practise spelling of common words <b>really, baby, floppy, door, boy</b> p179 <b>darkness, happiness, careless, fearless</b> and polysyllabic words <b>homelessness, hopelessness, forgetfulness</b> p176.
Phase 6	Week 20 Spelling words	Teach spelling guideline 7 p188. Learn and practise spelling of common words <b>food, fox, way, room, these</b> p179 <b>about, they, there, their, they're</b> and polysyllabic words <b>enormous, terrific, horrific, fantastic</b> p176.
Phase 6	Week 21 Spelling words	Teach how to add the 'ment' suffix p171. Learn and practise spelling of common words <b>car, three, head, king, town</b> p179. <b>these, three, enjoy, enjoyment, pay, payment, employ, employment, amuse, amusement</b>

Phase	Week	Activity
Phase 6	Week 22 Spelling words	Teach how to add the 'ful' suffix p171. Learn and practise spelling of common words each, its, green, girl, which p179. wonderful, mouthful, careful, powerful, restful, beauty, beautiful
Phase 6	Week 23 Spelling words	Teach children how to add the 'less' suffix p171. Learn and practise spelling of common words wind, wish, fly, only, place p179. hopeless, painless, powerless, careless, friendless, restless, penniless
Phase 6	Week 24 Spelling words	Teach children how to add the 'en' suffix p171. Learn and practise spelling of common words mother, queen, fast, dog p179. father, flatten, soften, lighten, loosen, darken, fasten
	Week 25	Spelling words revision: was, once, because, they, saw, girl, him, friend, after, many

# Blossom Federation

## Phonics Planning 2nd New Edition

### Phase 1

<b>Phase 1 - Aspect 1</b> <b>Environmental Sounds</b> <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.	<b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: recall sounds they have heard; discriminate between the sounds; describe the sounds they hear.  <b>Listening and remembering sounds (LRS).</b> 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.  <b>Talking about sounds (TAS).</b> 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). There are lots of free sound effects available online.	
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.			

**Phase 1 - Aspect 2**  
**Instrumental Sounds**

*Main purpose:*

To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).

To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).

To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).

	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	New words to old songs p15 (TIS).	Which instrument? p15 (TIS).	<p><b>Tuning into sounds (TIS).</b>            Look, listen and note how well the children: identify and name the instruments being played; listen and respond as the instrument is being played.</p> <p><b>Listening and remembering sounds (LRS).</b>            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.</p> <p><b>Talking about sounds (TAS).</b>            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.</p>
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

*Main purpose:*

To develop awareness of sounds and rhythms (Tuning into sounds – TIS).

To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS).

To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).

	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Action songs p20 (TIS).	Follow the sound p21 (LRS).	<b>Tuning into sounds (TIS).</b> 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.  <b>Listening and remembering sounds (LRS).</b> 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.  <b>Talking about sounds (TAS).</b> 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> .
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

*Main purpose:*

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS).

To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS).



To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).  
Rhyming pictures available on the resources CD.

	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	Rhyming soup p26 (TIS).	Rhyming pairs p27 (LRS).	<p><b>Tuning into sounds (TIS).</b> 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.</p> <p><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: recognise rhyming words; listen and attend to the rhyming strings.</p> <p><b>Talking about sounds (TAS).</b> 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.</p>
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 (TIS). Follow instructions on p26 but give children one picture each.	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**

*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).

Pictures with the same initial sound available on the resources CD.

	Session 1	Session 2	Look, Listen and Note (Teacher/ TA notes)
Mon	I spy names p31 (TIS).	Tony the Train's busy day p32 (LRS).	<p><b>Tuning into sounds (TIS).</b> 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><b>Listening and remembering sounds (LRS).</b> 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><b>Talking about sounds (TAS).</b> 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). Alien picture on resource CD.	
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***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	Look, Listen and Note (Teacher/ TA notes)
Mon	Mouth movements and Voice sounds p37 (TIS).	Making trumpets p37 (TIS).	<p><b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: distinguish between the sounds in vocal sounds.</p> <p><b>Listening and remembering sounds (LRS).</b> 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><b>Talking about sounds (TAS).</b> 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).	

'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.

**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><b>Tuning into sounds (TIS).</b> 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><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: segment words into phonemes.</p> <p><b>Talking about sounds (TAS).</b> 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).	

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.

**Phase 2 - Week 1**

*Objectives and criteria for success:*

Learn that we read words in English from left to right (see Author's Note).

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 making sure they understand that words are read from left to right.

Identify the name of each new letter learned. See Phase 2 Appendix 1.

Spelling words: **a, at, as, sat, pat, tap, sap, day, here, can**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	N/A	Teach <b>'s'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound.	Practise oral blending of words by showing objects. Sort objects that have <b>'s'</b> sound and those which don't.	Draw <b>'s'</b> in a variety of sizes and media e.g. pair 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 <b>at, a, a</b> CVC words <b>sat, pat, tap</b>, and silly words <b>ap, sa</b>.</p> <p>Spelling dictation: <b>I can pat the cat here all day.</b></p> <p>* Sets of magnetic letters can save time on making resources.</p>
Tue	Flash card quick read - <b>can, here, day</b>  Recall <b>'s'</b> using flashcards. Play I Spy with <b>'s'</b> objects.	Teach <b>'a'</b> using phonics scheme (see also p51 of L&S for ideas). Teach high frequency words <b>a, at, as</b> p64. Tell children the name of the letter but focus on the sound.	Sort objects/pictures which start with <b>'a'</b> or <b>'s'</b> 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	Flash card quick read <b>a, at, as, can, here, day</b>  Recall <b>'s'</b> and <b>'a'</b> using letter fans p54*. Say words starting with <b>'a'</b> or <b>'s'</b> phoneme and ask children to show the right letter.	Teach <b>'t'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound.	Teach children how to do Sound buttons p58 <b>at, sat, as, a</b> making it very clear that we read from left to right through a word.	Play Georgie's Gym on p55. Read high frequency words <b>a, at, as</b> p64.	
Thu	Flash card quick read <b>a, at, as, sat, can, here, day</b>  Recall <b>s/ a/ t/</b> by playing letter fan game as yesterday.	Teach <b>'p'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound.	Sound buttons p58 <b>pat, at, tap, sap, as, a</b> . Show children how we read from left to right through a word.	Play Quickwrite game p55 ensuring children are forming letters correctly. Remind children that we write from left to right through a word. Read high frequency words <b>a, at, as</b> p64.	
Fri	Flash card quick read <b>a, at, as, sat, can, here, pat, sap, tap, day</b>  Recall <b>s/ a/ t/ p</b> using flashcards. Go through the letter names using Name Stories (Appendix 1). Point out the letters on the alphabet frieze or cards (Appendix 2)	Teach segmenting <b>sat, tap, pat</b> using a Phoneme frame p62. Children can use letters or write the letters themselves. Show children how we write from left to right through a word.	Practise blending the following words: <b>tap, pat, sat</b> . Demonstrate on the board and ask the children to repeat back.	Choose one of the words <b>tap, pat, sat</b> . Show the children your word but don't say it. Ask them to put their letter cards in the same order on their boards and blend them to read. Read high frequency words <b>a, at, as</b> p64. <b>Ask children to make the words a, as, at, tap, sap using cards or write them on boards.</b>	

## Phase 2 - Week 2

Objectives and criteria for success:

Learn that we read words in English from left to right (see Author's Note).

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.

Spelling Words: **is, it, in, an, I, sit, did, sad, mat, am**

Identify the name of each new letter learned. See Phase 2 Appendix 1.

Blend and read the high frequency words **is, it, in, an, I** p64.

Practise blending for reading p59.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Flash cards quick read – here, can, day Recall <b>s/ a/ t/ p</b> letter sounds using frieze and pointing stick p53.	Teach reading <b>I</b> p62. Teach ' <b>i</b> ' using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Play Sound buttons p58: <b>it, at, is, sat, pat, tap, sap, sit.</b>	Play Quickwrite words p62: <b>pit, tip, pip, sip.</b> Remind children that we read from left to right through a word and demonstrate.	Play Buried Treasure p60 with the words <b>ip, pat, at, ti, sit.</b>	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	Quickwrite – here, can, day Recall <b>s/ a/ t/ p/ i</b> using flashcards. Play Name Stories (Appendix 1).	Teach ' <b>n</b> ' using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Play Sound buttons p58: <b>an, nap, nip, tan, in.</b>	Blending for reading: Pictures of <b>pan, sat, tin</b> – children match words to objects/pics p60.	Play What's in the box? p59 Practise reading high frequency words p64.	Find any letter learnt so far, from a display, when given the letter name.
Wed	Quickwrite – here, I, can, day Recall <b>s/ a/ t/ p/ i/ n</b> with flashcards Play Quickwrite letters p55.	Teach ' <b>m</b> ' using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Play Sound buttons p58: <b>am, mat, Pam, Tim, Sam.</b> Discuss the use of capitals with the names. Write the children's names on the board to demonstrate.	Blending for reading: Pictures of <b>man, mat, sat, map.</b> Children match correct words to pics p60.	Play What's Missing? p56 (use the picture cards used so far this week) Practise reading high frequency words p64.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>it, in, an</b> , CVC words <b>pit, tip, sit, sip</b> , and silly words <b>nim, ip.</b>  Spelling dictation: <b>Here I am in a pit.</b>
Thu	Flash cards quick read – is, it, in, an, I, sit, mat, am, a, as, at Recall <b>s/ a/ t/ p/ i/ n/ m</b> Using letter fans p54. Play Name Stories (Appendix 1).	Teach ' <b>d</b> ' using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Play Sound buttons p 58: <b>pad, mad, dim, dip, dad, did, Sid, Dan.</b>	Blending for reading: Draw a picture of a sad face and ask children to choose correct word from 2 options using CVC words taught so far, e.g. <b>sad, tin</b> , p60.	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. Practise reading high frequency words p64.	
Fri	Flash cards quick read – is, it, in, an, sit, mat, am, a, as, at Quickwrite – here, I, can, day Recall <b>i/ n/ m/ d</b> using flashcards.	Practise this week's words using Phoneme Frame p62. Remind children that we write from left to right through a word and demonstrate.	Play What's in the box? p59 (use the picture cards used so far this week).	Spelling dictation: <b>Here I am in a pit.</b>  Spelling test for this week's words.	

## 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.

Teach blending with letters (for reading) p58.

Demonstrate reading captions using words with week 1 and 2 letters and **and** p66–7.

Identify the name of each new letter learned. See Phase 2 Appendix 1.

Spelling Words: **not, no, and, can, go, on, fun, into, cat, pin**

Read the high frequency words **and, on, not, into, can, no, go** p64.

Practise blending for reading p59.

Teach segmentation for spelling p61.

Children read in the correct direction across a word.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Flash cards quick read – <b>can, here, I, as, a, at, is, it, in, an, day</b> Recall – <b>s/ a/ t/ p/ i/ n/ m/ d</b>	Teach reading <b>and</b> p64. Teach <b>'g'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Play Sound buttons p58: <b>tag, gag, got, gap, nag.</b>	Segmentation for spelling. Teach how to play Full circle p63 as follows: <b>pot, tot, not, nit, nip, pip, pig, pog, pot.</b>	Do the Shared Reading activity on p66. Ask children to help the puppet read the caption: Dad and Sam.	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	Flash cards quick read – <b>and, on, not, into, can, no, go</b> Recall <b>s/ a/ t/ p/ l/ n/ m/ d/ g</b> using flashcards.	Teach reading <b>no</b> and <b>go</b> p64. Teach <b>'o'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Segmentation for spelling: Play Sound buttons p58: <b>tag, kid, cop, Dad.</b> Discuss use of a capital letter for Dad.	Blending for reading: Buried Treasure p60. Which words are real? <b>Mip, dog, nid, dip, cip, cat, gik, can.</b>	Shared Writing p67. Help the puppet write a caption: No it is not a cat. (Point out capital letters.) Practise reading high frequency words p64.	Find any letter learnt so far, from a display, when given the letter name.  Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>it, in, on</b> , CVC words <b>and, on, kick, got</b> , and silly words <b>ug, kag.</b>
Wed	Quickwrite – <b>fun, into, not, no, go, on, can, here, and</b> Recall <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o</b> with flashcards.	Teach reading <b>can, on, not</b> p64. Teach <b>'c'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Phoneme frame p62: <b>can, cot, cop, cap, cat.</b>	Blending for reading: Pictures of <b>cap, pop, tag, gap, mop</b> , children match words to objects/pics p60.	Shared Reading p66. Help our puppet read a caption: Pot and pan. Practise reading high frequency words p64.	Be able to read the tricky word <b>l</b> .  Spelling dictation: <b>A cat and dog go into a pot.</b>
Thu	Quickwrite – <b>cat, pin, I, day, as, at, is, it</b> Recall <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c</b> with flashcards.	Teach <b>'k'</b> using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Phoneme frame p62: <b>kid, kit, pin, and.</b>	Blending for reading: Buried Treasure p60 Which words are real? <b>Gip, kom, sat, pit, tag, gik, pan.</b>	Shared Writing p67. Help our puppet write a caption: a tin can. Practise reading high frequency words p64.	
Fri	Flash cards quick read – <b>a, as, at, an, is, it, can, here, and</b> Recall <b>g/ o/ c/ k</b> using flashcards.	Teach reading <b>into</b> p64. Matching animal words and pictures p60 <b>cat, dog, pig.</b> Remind children that we read from left to right through a word and demonstrate.	Segmentation for spelling. Play Full circle p63 as follows: <b>pop, pip, sip, sit, sat, cat, cot, cop, pop.</b> Remind children that we write from left to right through a word and demonstrate. Practise reading <b>on, not, and, into.</b>	Spelling dictation: <b>A cat and dog go into a pot.</b>  Spelling test for this week's words.	

## 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 it's never at the start of words and practise reading words ending in **ck**.

Identify the name of each new letter learned. See Phase 2 Appendix 1.

Practise oral blending and segmenting p55–6.

Read the high frequency words **to, get, got, the, put** p64.

Support children in reading and demonstrate spelling, captions using week 1 to 3 letters and high frequency words **and, the, to** p66–7.

Children read in the correct direction across a word.

Teach children about vowels.

Spelling Words: **to, get, got, the, put, run, ran, rock, sack, neck**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<p>Quickwrite <b>as, at, an, is, it, can, here, and, day</b></p> <p>Recall – <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k.</b></p>	<p>Teach reading <b>the, to</b> using flashcards p64.</p> <p>Teach 'ck' using phonics scheme (see also p51 of L&amp;S for ideas).</p> <p>Explain this spelling of the /c/ sound never goes at the start of a word.</p>	<p>Blending for reading:</p> <p>Sound buttons (and lines for <b>ck</b> where 2 letters make one sound) p58 as follows: <b>sack, tack, tick, dock, sock.</b> Make it very clear that we read from left to right through a word.</p>	<p>Shared Reading p66. Help our puppet read a caption: The dog is sick.</p>	<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>
Tue	<p>Flash cards quick read – <b>the, to, can, and, day, here</b></p> <p>Recall <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck</b> using flashcards.</p>	<p>Teach reading <b>get, got</b> p64.</p> <p>Teach 'e' using phonics scheme (see also p51 of L&amp;S). Tell children the name of the letter but focus on the sound.</p> <p>Segmentation for spelling: Phoneme frame p62: <b>pet, den, net, met, men, ten.</b></p>	<p>Sound buttons (and lines for <b>ck</b> where 2 letters make one sound) p58 as follows: <b>neck, peck, pack, sack, sick, tick.</b></p>	<p>Demonstration writing focus on punctuation as well as sounds. Write the following caption: The sock is on the mat.</p> <p>Practise reading high frequency words <b>get, got, the, to, I, an, as, at, is, it</b></p>	<p>Find any letter learnt so far, from a display, when given the letter name.</p> <p>Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>up</b> on, CVC words <b>and, kick, got,</b> and silly words <b>rud, ock.</b></p>
Wed	<p>Quickwrite <b>the, to, get, got, can, here</b></p> <p>Recall <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e</b> with flashcards.</p>	<p>Teach reading <b>put</b> p64.</p> <p>Teach 'u' using phonics scheme (see also p51 of L&amp;S). Tell children the name of the letter but focus on the sound.</p> <p>Phoneme frame p62: <b>put, cut, mug, dug.</b></p>	<p>Blending for reading: Pictures of <b>neck, pet, ten, sun, dad,</b> children match words to objects/pics p60.</p>	<p>Shared Reading p66. Help the puppet read a caption: I am ten.</p> <p>Practise reading high frequency words p64.</p>	<p>Be able to read the tricky word <b>l, to</b> and <b>the.</b></p>
Thu	<p>Quickwrite <b>and, I, as, it, an, day</b></p> <p>Recall <b>s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/</b> with flashcards.</p>	<p>Teach 'r' using phonics scheme (see also p51 of L&amp;S for ideas). Tell children the name of the letter but focus on the sound.</p> <p>Phoneme frame p62: <b>run, rim, rock, ran, rat.</b></p>	<p>Blending for reading: Buried Treasure p60. Which words are real? <b>Nut, nun, seck, pock, tum, sut.</b></p>	<p>Demonstration writing p67. Write the following caption: – Rock the rat. (Point out capital R.)</p>	<p>Spelling dictation: <b>A duck put a sack on the rock.</b></p>
Fri	<p>Recall <b>s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r</b> using flashcards.</p> <p>Practise reading high frequency words p64.</p>	<p>Now children have learned the five vowels a, e, i, o, u* write them on the board and ask them to think of something they can draw which starts with each sound. Put together a display of the vowels to use later.</p>	<p>Ask children to look at the picture cards for the following words: ant, orange, umbrella, egg, igloo, rabbit, man, dog, and sort them into those which begin with a vowel and those which don't. Encourage them to use the display to help them.</p>	<p>Explain that all words have vowels. Using the display ask children to write the following words: <b>net, pat, sit, duck, top</b> and underline the vowel in each word.</p>	<p>* Don't worry about y at the moment, this will come up later.</p>



## Phase 2 - Week 5

Objectives and criteria for success:

Learn and practise letters/sounds **h b f ff** (set 5) and practise letters/sounds learned so far p51.

Teach that **ff** is usually at the end of a word and practise reading words ending in **ff** p51.

Practise oral blending and segmenting p55–6.

Blend for reading p59.

Support children in reading and spelling, captions using week 1 to 4 letters and high frequency words **no, go, to and, the** p66–7.

Spelling Words: **if, off, big, had, his, him, but, back, puff, hat**

Children read in the correct direction across a word.

Identify the name of each new letter learned. See Phase 2 Appendix 1.

Read the high frequency words **if, off, big, had, his, him, but, back** p64.

Segment for spelling p61.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<p>Quickwrite <b>here, can, and, the, day</b></p> <p>Recall – <b>s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r</b> using flashcards.</p> <p>Ask children to shout out the vowels.</p>	<p>Teach reading <b>his, him</b> p64.</p> <p>Teach 'h' using phonics scheme (see also p51 of L&amp;S for ideas). Tell children the name of the letter but focus on the sound.</p> <p>Play sound buttons p58: <b>had, him, has, his, hut, hit, hat, hack</b>.</p>	<p>Oral blending play action game with actions/sounds for <b>hat, hot, hop, hit, hum, hug</b>. Perform the action and ask children to sound out.</p>	<p>Matching game (Appendix 4). Picture of a boy hitting another boy and the following captions: I hit him. I hug him. I hug a hen.</p>	<p>Give the sound when shown any Phase 2 letter learned so far (should be secure with <b>s/a/t/p/i/n</b>).</p> <p>Find any letter learnt so far, from a display, when given the sound.</p>
Tue	<p>Recall <b>s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h</b> using flashcards.</p> <p>Read the words <b>had, him, his</b>.</p> <p>Quickwrite <b>to, get, got, an, is explain that an is used before a word beginning with a vowel</b>.</p>	<p>Teach reading <b>no, go</b> p64.</p> <p>Teach 'b' using phonics scheme (see also p51 of L&amp;S for ideas). Tell children the name of the letter but focus on the sound.</p> <p>Segmentation for spelling: Full circle p63: <b>but, bet, Ben, hen, hem, him, dim, dig, beg, bet, but</b>.</p>	<p>Blending for reading: Pictures of <b>cub, bag, bud, bat, hat</b>, children match words to objects/pictures p60.</p>	<p>Demonstration writing p67. Write the following caption: The rabbit is on the pot. Practise reading high frequency words <b>l, it, is, as, go, no, on, did, am, in, put, into</b></p>	<p>Find any letter learnt so far, from a display, when given the letter name.</p> <p>Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>if, am, on</b>, CVC words <b>and, kick, got</b>, and silly words <b>fid, beff</b>.</p>
Wed	<p>Quickwrite <b>into, put, did, on, get</b>.</p> <p>Recall <b>s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b</b> with flashcards.</p>	<p>Teach 'f' using phonics scheme (see also p51 of L&amp;S for ideas). Tell children the name of the letter but focus on the sound.</p> <p>Play sound buttons p58: <b>if, fit, fun, fig, fed, fin</b>.</p>	<p>Phoneme frame p62: <b>fin, bed, hat, duck, pig</b>. Practice writing <b>the, and, to</b> flashcards p64.</p>	<p>Shared Reading p66. Help our puppet read a caption: I go back to bed. Practise reading high frequency words p64.</p>	<p>Be able to read the tricky words <b>l, to, the</b>.</p>
Thu	<p>Recall <b>s/a/t/p/i/n/m/g/o/c/k/ck/e/u/r/h/b/f</b> with flashcards.</p> <p>On whiteboards children write the vowels quickly and then show.</p>	<p>Revise 'f' and teach 'ff' ending using phonics scheme.</p> <p>Phoneme frame p62: <b>puff, off, huff</b>.</p> <p>Make sure they understand that the <b>ff</b> is one phoneme/sound and goes in one section of the frame.</p> <p>Explain that the <b>ff</b> spelling of the /f/ sound never goes at the start of a word.</p>	<p>Blending for reading: Buried Treasure p60. Which words are real? <b>Foff, puff, fib, kiff, kick</b>.</p>	<p>Demonstration writing p67. Write the following caption: I huff and puff. Practise reading high frequency words <b>here, can, day, did, and, the, on, no, am, an, fun, at</b></p>	<p>Spelling dictation: <b>I can put a big hat on his back</b>.</p>
Fri	<p>Quickwrite <b>go, as, am, no, not</b></p> <p>Recall <b>s/a/t/p/i/n/m/g/o/c/k/ck/e/u/r/h/b/f/ff</b> using flashcards.</p>	<p>Show children how to make sentences by rearranging word cards (<a href="#">link to colourful semantics</a>). Use some of the high frequency words so far plus <b>cat, dog, pig</b> from week 3.</p>	<p>Sentence building using flashcards. What sentences can they make orally?</p>	<p>Share a big book (See Appendix 3).</p>	

## Phase 2 - Week 6

Objectives and criteria for success:

Learn and practise letters/sounds **ll** and **ss** (set 5) and practise letters/sounds learned so far p51. Identify the name of each new letter learned. See Phase 2 Appendix 1.

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

Children read in the correct direction across a word.

Week 1 to 5 letters and high frequency words **no, go, to and, the, to** p66–7.

End of Phase 2 Assessment.

Spelling Words: **of, dad, mum, up, bell, all, hill, miss, boss, less**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite <b>back, him, his, can, here</b> Recall – <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ h/ b/ f/ ff.</b>	Teach reading <b>of</b> p64. Teach 'l' using phonics scheme (see also p51 of L&S for ideas). Tell children the name of the letter but focus on the sound. Play Phoneme frame p62 <b>lit, lock, lob, log.</b>	Sound buttons p58 as follows: <b>let, luck, lot, lip, Len.</b> Make it very clear that we read from left to right through a word.	Shared Reading p66. Help our puppet read a caption: Mum and Dad had a cat.	Give the sound when shown any Phase 2 letter learned so far (should be secure with <b>s/ a/ t/ p/ i/ n</b> ).  Find any letter learnt so far, from a display, when given the sound.
Tue	Quickwrite <b>of, dad, mum, up, all</b> Recall <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l</b> using flashcards.	Revise 'l' and teach 'll' as a word ending using phonics scheme (see also p51 of L&S for ideas). Play Phoneme frame p62 with <b>bell, hell, till, fill, mill, full.</b> 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: <b>bell, well, lip, hill, spell, leg.</b>	Demonstration writing p67. Write the following caption: I go up the hill. Practise reading high frequency words p64.	Find any letter learnt so far, from a display, when given the letter name.
Wed	Quickwrite <b>go, no, on, his, him</b> Recall <b>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l/ ll</b> using flashcards. Quickwrite letters p55.	Teach 'ss' as a word ending using phonics scheme (see also p51 of L&S for ideas). Play Full circle p63 with <b>miss, moss, boss, Bess, Tess, toss, loss, less, mess, miss.</b>	Blending for reading: Sound buttons (and lines for digraphs) p58 as follows: <b>Miss, kiss, toss, fill, less, Ross, led, lid.</b>	Share a big book (See Appendix 3) Practise reading high frequency words p64.	Be able to blend and segment in order to read and spell (using magnetic letters) CVC words <b>lock, bell, less,</b> and silly words <b>gell, soss.</b>
Thu	Recall all letters from Phase 2 so far. Point out the letters on the alphabet frieze or cards (Appendix 3).	Use the phonics time in the next two days to complete Assessment sheet on p201 and guidance on p203–7. Assess each child on their ability to meet the following objectives: Give the sound when shown any Phase 2 letter, securing first the starter letters <b>s/ a/ t/ p/ i/ n;</b> Find any Phase 2 letter, from a display, when given the sound; Find any Phase 2 letter, from a display, when given the letter name; Be able to orally blend and segment CVC words;			Be able to read the tricky words <b>l, to, no, go, the.</b>  Spelling dictation: <b>Mum and dad will miss the bus.</b>
Fri	Recall all letters from Phase 2 so far. Point out the letters on the alphabet frieze or cards (Appendix 3).	Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as <b>if, am, on, up</b> and 'silly names' such as <b>ip, up</b> and <b>ock.</b> Be able to read the five tricky words <b>l, to, no, go, the, all, into, run, put, ran.</b> Spelling dictation: <b>Mum and dad will miss the bus.</b> Spelling test.			

## **APENDICES**

### **Phase 2 Appendix 1 - Name stories**

Teach children the letter name and that this makes the letter sound e.g. G (gee) makes g (as in go). Practise these till they know them off by heart.

### **Phase 2 Appendix 2 - Using an alphabet card**

When introducing a new letter show children where to find the letter in the classroom, for example, on an alphabet display or alphabet card. Show them the little letter and then point out the capital. Show them that this is where to find the capital letter if they ever need it. You may briefly explain when you need one. The children don't need to learn the capital yet but it's important to show them what it looks like and where it can be found.

### **Phase 2 Appendix 3 - Sharing big books**

Choose a simple big book and read to the children. When you come to a high frequency word they have learned or a decodable word from the letters they have learned so far ask them to help read it with you.

### **Phase 2 Appendix 4 – Matching game**

Show children one picture then three sentences or captions. Ask them to read all three and decide which one matches the picture.

### Phase 3 - Week 1

*Objectives and criteria for success:*

Learn and practise letters/sounds **j v w x** (set 6) p78–79.

Practise blending for reading p85–88.

Practise reading high frequency words learned so far.

Spelling Words: **he, we, me, be, hot, van, will, fox, mix, tax**

Practise all letters/sounds learned so far.

Practise segmentation for spelling p88–91.

Practise reading the tricky high frequency words **he, we, me, be** p91.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite <b>can, here, to, go, on, no</b> Recall all GPCs learned so far using flashcards p82.	Teach how to read the high frequency words <b>he, we, me, be</b> p91. Teach 'j' using phonics scheme (see also p78 of L&S for ideas). Segmenting for spelling - Phoneme frame p88: <b>jet, jam, jog, Jack</b> .	Play Buried Treasure p87 with the words <b>jip, cat, ack, hot, jam, og</b> .	Matching game (Appendix 5). Picture of a dog in a jug and the following captions: A dog in a jug. A cat in a jug. A dog in the jam.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.  Find any letter learnt so far, from a display, when given the sound.
Tue	Quickwrite <b>and, his, him, the, into, day</b> Recall all GPCs learned so far. Play Quickwrite letters p84.	Practise reading the high frequency words <b>he, we, me, be</b> p91. Teach 'v' using phonics scheme (see also p78 of L&S for ideas). Segmenting for spelling - Phoneme frame p88: <b>van, vat, vet, visit</b> .	Blending for reading: Teach how to play Countdown p86 <b>vet, jam, jet, jog, van</b> .	Demonstration writing p97 write the question: Can I go to the vet? Explain what the question mark is for.	Find any letter learnt so far, from display, when given the letter name.  Write each letter correctly when following a model.
Wed	Quickwrite <b>off, am, I, all, mum, dad</b> Recall all GPCs learned so far using flashcards p82.	Practise reading the high frequency words <b>he, we, me, be</b> p91. Teach 'w' using phonics scheme (see also p78 of L&S for ideas). Phoneme frame p88 – <b>will, win, wag, web</b> .	Full circle p90 using words <b>jet, vet, wet, met, mat, vat, van, pan, pen, pet, jet</b> .	Demonstration writing p97 write the question: Will he win? Practise writing a question mark and remind children what it's for.	Be able to blend and segment in order to read and spell (using magnetic letters) CVC words <b>jet, win, vet</b> , and silly words <b>ix, jat</b> .
Thu	Quickwrite <b>he, we, me, be, up, into</b> Recall all GPCs learned so far. Play Quickwrite letters p84.	Teach 'x' using phonics scheme (see also p78 of L&S for ideas). Segmenting for spelling - Phoneme frame – <b>mix, fix, fox, box, tax</b> . Teach reading <b>will, was</b> p91.	Play Buried Treasure p87 with the words <b>fox, jix, box, vap, jam, jeg</b> .	Play Yes/no questions p97: Is the sun wet? Has the pot of jam got a lid? Can Mum jog?	Spelling dictation: <b>He can go back to the vet.</b>
Fri	Quickwrite <b>at, an, am, is, it, and</b> Recall all GPCs learned so far using flashcards p82.	Explain to children that 'x' doesn't usually come at the start of the word.* Show children pictures of socks, a fox and a box. Put the matching words on display and ask children to help you match them.	Ask children to look at the difference between the ends of the words. Show them that the words with 'cks' at the end are where there is more than one. One of those would normally end in 'ck' so you don't use the letter 'x'. The children will come back to this later in Phase 6.	Show children the picture cards again and ask them to write the words on their whiteboards.	

\* Don't worry about words like 'xylophone' at this stage as this makes a different sound anyway.

**Phase 3 - Week 2**

*Objectives and criteria for success:*

Learn and practise letters/sounds **y z** (set 7) p78–79.

Learn the alphabet song (Appendix 1).

Practise segmentation for spelling p88–91.

Read and write sentences using set 1 to 6 letters and **no, go, the, and, to, I**.

**Spelling Words: will, was, yes, like, play, red, box, yet, very, and**

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 **will, was** p91–93.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<b>Quickwrite be, me, all, his, off, if</b> Recall all GPCs learned so far using flashcards p82.	Sing the alphabet song to the children. (See Appendix 1) Show them your alphabet frieze/cards as you sing it.	Learn the first half of the song by heart.	Play Musical Statues (Appendix 2) to practise the alphabet.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	<b>Quickwrite we, he, up, but, put, into</b> Recall all GPCs learned so far. Play Quickwrite letters p84. Read through high frequency words learned so far p92.	Teach children the rest of the alphabet song. Teach reading <b>will</b> p91.	Learn the rest of the song by heart.	Play Musical Statues (Appendix 2) to practise the alphabet.	Find any letter learnt so far, from a display, when given the sound or letter name.  Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>jet, win, tax, vet</b> , and silly words <b>zix, jav</b> .
Wed	<b>Quickwrite the, get, no, can, did, not</b> Recall all GPCs learned so far using flashcards p82. Sing alphabet song and point to letters p80.	Teach <b>'y'</b> using phonics scheme (see also p78 of L&S for ideas). Teach reading <b>was</b> p91. Segmenting for spelling - Quickwrite words p89: <b>yap, yet, box, yes, fix</b> .	Play Buried Treasure p87 with the words <b>yes, yaf, gox, fix, heb, bill</b> .	Blending for reading: Play Yes/no questions p97: Has a fox got six legs? Can I yell? Can he fix it?	Be able to spell the tricky words <b>the, to, I, no, go</b> .
Thu	<b>Quickwrite will, was, here, day, and, yes,</b> Play Quickwrite words p89 using the high frequency words <b>no, go, the, and, to, I</b> .	Teach <b>'z'</b> using phonics scheme (see also p78 of L&S for ideas). Segmenting for spelling - Phoneme frame p88: <b>zip, zen, Zac</b> .	Blending for reading: Matching words and pictures p87: <b>zip, yes, zap, yak, van, wet</b> .	Writing sentences p98 write the question: Has a cat got a zip?	<b>Spelling dictation:</b> <b>I was very sad all day.</b>
Fri	<b>Quickwrite is, in, it, as, an, at, am</b> Recall all GPCs learned so far. Play Quickwrite letters p84. Sing alphabet song and point to letters p80.	Show children a display of all the high frequency words learned so far (including Phase 2 words). Show them how to use the display as a word bank.	Demonstration writing p97 Write the following sentence using the word bank to help you. I go to the zoo. Demonstrate how you are using the word bank.	Writing sentences p98 Ask the children to write the following sentence using the word bank to help them. I was at the zoo. Read <b>will, was</b> p91.	

### Phase 3 - Week 3

Objectives and criteria for success:

Learn and practise letters/sounds **zz qu** 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 and writing captions and sentences p 95–98.

Spelling Words: **are, you, duck, well, tell, buzz, fizz, quick, quack, sun**

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, you** p91–93.

Teach children how to find a capital letter.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite <b>his, him, can, day, here, was</b> Recall all GPCs learned so far using flashcards p82.	Teach children that each little (or lower case) letter has a corresponding capital letter. Briefly explain when these are used. Now show children how to find a capital letter from an alphabet frieze/card.	Play Finding a Capital (Appendix 3) as a class and then in pairs.	Play Quickwrite capitals (Appendix 4) with alphabet cards/ frieze on display for the children.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.  Find any letter (upper or lower case), from a display, when given the sound or letter name.
Tue	Quickwrite <b>here, no, off, to, very, will</b> Play Quickwrite capitals (Appendix 4). Read through high frequency words	Introduce the concept of digraphs – that two letters make one sound (so you don't have to sound out each letter). Recap the digraphs they know so far: <b>ck, ff, ll</b> and <b>ss</b> .	Segmenting for spelling with previously learned digraphs. Remind the children that both letters go in one box because they represent one sound. Phoneme frame p88: <b>sell, kiss, neck, huff</b> .	Play Countdown p86 with the words: <b>tell, miss, duck, puff, fill, loss, tick</b> .	Write each letter correctly when following a model.  Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>chip, shin, tang, thin</b> , and silly words <b>thip, jang</b> .
Wed	Quickwrite <b>like, play, yet, all, was</b> . Recall all GPCs learned so far using flashcards p82. Sing alphabet song and point to letters p80.	Teach reading <b>are, you</b> p91. Teach ' <b>zz</b> ' using phonics scheme (or p81 of L&S). Remind children that they only sound this once because in a digraph both letters together make one sound.	Segmenting for spelling: Quickwrite words p89: <b>buzz, fizz, jazz, fuzz</b> .	Blending for reading: Matching words and pictures p87 <b>buzz, fizz, zip</b> .	Be able to spell the tricky words <b>the, to, I, no, go</b> .  Spelling dictation: <b>You are here on the hill.</b>
Thu	Play Quickwrite words p89 using the high frequency words <b>no, go, the, and, to, I, will, was, like, can, are, you</b>	Teach ' <b>qu</b> ' using phonics scheme (or p81 of L&S). Explain that although it may sound like ' <b>kw</b> ' or ' <b>cw</b> ' words never start with these spelling patterns.*	Segmenting for spelling: Quickwrite words p89: <b>quiz, quit, quick, quack, quid</b> .	Matching game (Appendix 5) Picture of a bee and the following captions: The bee went buzz. The duck went quack.	
Fri	Quickwrite <b>very, yes, play, yet, will, me, be, we</b> Recall all GPCs learned so far using flashcards p82. Sing alphabet song and point to letters p80.	Segmentation for spelling - Full circle p90 using the words: <b>quack, quick, tick, tin, bin, bun, buzz, fuzz, fun, fan, tan, tack</b> .	Play Buried Treasure p87 with the words <b>quit, quep, fuzz, guck, kess, miss</b> .	Shared reading p97. Read <b>are, you</b> p91.	

\* The exception being some brand names which they may know.

### Phase 3 - Week 4

Objectives and criteria for success:

Learn and practise letters/sounds **sh th** (voiced and unvoiced) **ch** 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 and writing captions and sentences p 95–98.

Spelling words – **this, that, then, them, with, they, fish, wish, shed, much**

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 **this, that, then, them, with, they** p91–93.

Find corresponding capital letter to any letter learned so far.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – <b>was, very, are, you, like, play</b> Sing alphabet song and point to letters p80.	Teach <b>'sh'</b> using phonics scheme (or p81 of L&S). Phoneme frame p88: <b>shop, ship, fish</b> .	Play Buried Treasure p87 with the words <b>ship, shed, wish, hosh, shup</b> .	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. Read through high frequency words <b>can, here, and, into, if, put, at, as, an, as, am, got</b>	Teach <b>'ch'</b> using phonics scheme (or p81 of L&S).	Blending for reading: Countdown p86: <b>much, chick, check, chug, such</b> .	Reading captions activity Drawing p95: A man is rich if he has lots of cash.	Find any letter (upper or lower case), from a display, when given the sound or letter name.
Wed	Quickwrite <b>you, was, can, here, and</b> Sing alphabet song and point to letters p80. Play Quickwrite Capitals (Appendix 4).	Show children the <b>'th'</b> digraph. Explain that there are two ways to say this, voiced (as in <b>'this'</b> ) and unvoiced (as in <b>'thin'</b> ). Teach reading <b>this, that, then, them</b> p91.	Show children a list of words. Demonstrate how to sound out trying the two different ways of making the <b>'th'</b> sounds. Put them into lists or piles of those words with voiced and unvoiced <b>'th'</b> sounds.	Matching game (Appendix 5) Picture of someone chopping carrots and the following captions: Chop it up. Shut the shop. Shut the shed.	Write each letter correctly when following a model.  Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>chip, shin, thin</b> , and silly words <b>thip, jash</b> .
Thu	Play Quickwrite words p89 using the high frequency words <b>this, that, then, them</b>	Teach <b>'th'</b> using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: <b>then, them, that, this</b> . Teach reading <b>they, with</b> p91.	Blending for reading - Countdown p86: <b>with, moth, them, than, they</b> .	Writing sentences p98: A moth can be thin. They are with Mum.	Be able to spell the tricky words <b>the, to, I, no, go</b> .  Spelling dictation: <b>This fish was with a duck.</b>
Fri	Sing alphabet song and point to letters p80. Quickwrite – <b>did, fun, not, put, the</b>	Teach children how to use capitals in digraphs. For example if a name starts with a digraph such as Charlie or Shakira it's only the first letter of the digraph that uses a capital letter.	Segmentation for spelling - Phoneme frame p88 for the following names using capital letters: <b>Chuck, Chad</b> (and any others in class).	Play Buried Treasure p87 with the words <b>chin, chop, thin, chud, thip, rith, moth</b> .	

### Phase 3 - Week 5

Objectives and criteria for success:

Learn and practise letters/sounds **ng ai ee oa** 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 **see, my** p91-93.

Spelling Words: **see, my, queen, cheep, keep, wait, again, boat, soap, long**

Practise all previously learned GPCs.

Practise blending for reading p85-88.

Practise reading high frequency words learned so far.

Practise reading and writing captions and sentences p95-98.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Sing alphabet song and point to letters p80. Play Quickwrite Capitals (Appendix 4).	Teach reading <b>my</b> p91. Teach 'ng' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame <b>long, sang, ping-pong, ring.</b>	Play Buried Treasure p87 with the words <b>song, feng, ring, thung, long.</b>	Writing sentences p97: Sing a song to me.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	<b>Quickwrite – was, with, they, can, here, the, and</b> Recall all previously learned GPCs p83.	Practice reading <b>was, will, with</b> p91. Teach 'ai' using phonics scheme (or p81 of L&S). Segmenting for spelling: - Phoneme frame p88: <b>wait, pain, bait.</b>	Blending for reading - Countdown p86: <b>aim, main, rain, wait.</b>	Reading captions activity Drawing p95: The dog got wet in the rain.	Find any letter (upper or lower case), from a display, when given the sound or letter name.  Write each letter correctly when following a model.
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far <b>sit, no, not, ran, get, big, of, back, up, but</b>	Teach 'ee' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: <b>see, tree, feet, weep.</b> Teach reading <b>see</b> p91.	Blending for reading - Matching words and pictures p87: <b>queen, feet, heel, peel, seed, cheep.</b>	Writing sentences p97: I can see the queen.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>rain, see, long</b> and silly words <b>zaip, teng, meep.</b>
Thu	Play Quickwrite words p89 using the high frequency words <b>no, go, to, I, you, are, play, day, his</b>	Practise the 'ai' and 'ee' digraphs. Teach children how to spell words with these digraphs followed by the letter 'l' * Segmenting for spelling - Phoneme frame p88: <b>wail, pail, tail, reel, peel, sail.</b>	Blending for reading - Countdown p86: <b>fail, feel, nail, sail, hail, heel, mail.</b>	Writing sentences p97: Mail me a nail.	Be able to spell the tricky words <b>the, to, I, no, go.</b>  Be able to read the high frequency words learned so far.
Fri	<b>Quickwrite – very, yet, yes, tell, me, be, we, but, him</b> Recall all previously learned GPCs p83.	Practice reading <b>was, will, with</b> p91. Teach 'oa' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: <b>loaf, toad, oak, soap, goat.</b>	Play Buried Treasure p87 with the words <b>foap, moan, coat, soap, goak, roof.</b>	Segmentation for spelling - Full circle p90 using the words: <b>rain, main, moat, boat, beet, feet, feel, fail, rail, rain.</b> Read <b>see, my</b> p91.	Be able to read the high frequency words learned so far. <b>Spelling dictation:</b> <b>Can you see my boat in the rain?</b>

\* Children often find this spelling tricky. For example writing taiyul instead of tail or feeyul instead of feel.

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**Phase 3 - Week 6**

*Objectives and criteria for success:*

Learn and practise letters/sounds long oo short oo ar or p81.

Practise blending for reading p85–88.

Practise reading high frequency words learned so far.

Practise reading and writing captions and sentences p95–98.

Spelling Words: look, for, too, park, car, dark, hard, book, food, good

Practise all previously learned GPCs.

Practise segmentation for spelling p88–91.

Teach reading the high frequency words look, for, too p91–93.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Sing alphabet song and point to letters p80. Play Quickwrite Capitals (Appendix 4).	Teach long 'oo' using phonics scheme (or p81 of L&S). Segmenting for spelling: Phoneme frame p88: too, zoom, cool, boot.	Play Buried Treasure p87 with the words food, lool, moon, root, room, woon.	Writing Sentences p98: The boot is too cool.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Recall all previously learned GPCs p83. Quickwrite – with, me, they, here, was	Teach short 'oo' using phonics scheme (or p81 of L&S). Segmenting for spelling: Teach children how to read words with the 'oo' spelling pattern and work out which sound it makes.	Blending for reading - Countdown p86: took, foot, wood, hook. Phoneme frame p88: book, look, cook, good.	Reading captions activity Drawing p95: I had a good book.	Find any letter (upper or lower case), from a display, when given the sound or letter name.  Write each letter correctly when following a model.  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.
Wed	Recall all previously learned GPCs p83. Read through high frequency words learned so far see, my, are, you, his, then, them	Teach reading look, too p91. Teach 'ar' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: bar, park, card, jar.	Blending for reading: Sound buttons p58: market, car, cart, hard.	Play Yes/No Questions p 97: Can you cook? Can you zoom in a car? Is the park far?	Be able to spell the tricky words the, to, I, no, go.
Thu	Play Quickwrite words p89 using the high frequency words no, go, the, and, to, I, too, look, you	Practice reading look, for, too p91. Teach 'or' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: for, fork, cord, cork.	Play Buried Treasure p87 with the words lord, bork, sort, for, gorg.	Writing sentences p98: A torch is good in the dark.	Be able to read the high frequency words learned so far. Spelling dictation: I was in the park with my mum and dad.
Fri	Recall all previously learned GPCs p83. Quickwrite – yes, yet, are, you, my, see, his	Blending for reading - Sound buttons p58: cart, fork, high, goat.	Sorting p88 between things in the kitchen and bedroom, using picture cards fork, spoon, sink, bed, lamp. Ask the children to write the words in two lists.	Shared reading p97.	

### Phase 3 - Week 7

Objectives and criteria for success:

Learn and practise letters/sounds **igh ur ow oi** p81.

Practise blending for reading p85–88.

Practise reading high frequency words learned so far.

Practise reading and writing captions and sentences p95–98.

Spelling Words: **now, down, she, right, night, how, town, coin, toil, turn**

Practise all previously learned GPCs.

Practise segmentation for spelling p88–91.

Teach reading the high frequency words **now, down, she** p91–93.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all previously learned GPCs p83. Read through high frequency words learned so far <b>was, see, my, look, for, too, they, with, then, much, are, you, all, can, here</b>	Teach reading <b>she</b> p91. Teach 'igh' using phonics scheme (or p81 of L&S). Explain that this is a trigraph where three letters make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling - Phoneme frame p88: <b>high, sigh, light, night</b> . Blending for reading - Sound buttons p58: <b>tight, might, right, sight</b> .	Writing Sentences p98: The night is dark not light.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.  Find any letter (upper or lower case), from a display, when given the sound or letter name.
Tue	<b>Quickwrite – day, and, will, into, no, on, to, put, she</b> Recall all previously learned GPCs p83.	Teach 'ur' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: <b>surf, urn, hurt, urn</b> .	Blending for reading - Matching words and pictures p87: <b>church, burn, fur, curl</b> .	Play Yes/No Questions p 97: Is it hard to surf? Is it my turn? Can a cat curl up?	Write each letter correctly when following a model.
Wed	<b>Quickwrite – are, they, with, his, too, much, was, with, he</b> Recall all previously learned GPCs p83.	Teach 'ow' using phonics scheme (or p81 of L&S). Segmenting for spelling - Phoneme frame p88: <b>sow, how, down, town</b> .	Blending for reading - Sound buttons p58: <b>owl, now, down, town</b> .	Reading captions activity Drawing p95: The owl is high up in the tree.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>coin, town, light</b> , and silly words <b>ois, fow, purb</b> .
Thu	Play Quickwrite words p89 using the high frequency words <b>no, go, the, and, to, I, now, down, she, are, was</b>	Teach 'oi' using phonics scheme (or p81 of L&S). Teach children how to spell words with these digraphs followed by the letter 'l': <b>oil, foil, soil</b> . Segmenting for spelling - Phoneme frame p88: <b>coin, oil, foil, soil</b> .	Blending for reading - Countdown p86: <b>foil, join, toil, boil, coin, oil</b> .	Writing sentences p98: I can see cow down on the soil.	Be able to spell the tricky words <b>the, to, I, no, go</b> .  Be able to read the high frequency words learned so far.
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far <b>sad, put, off, big, back, all, up, me, be, see</b>	Segmentation for spelling - Quickwrite words p89: <b>light, how, coin, turn</b> .	Play Buried Treasure p87 with the words <b>fur, light, coin, foit, dight</b> .	Shared reading p97. Read <b>she, now, down</b> p91.	<b>Spelling dictation:</b> <b>We can look down the road at night.</b>

\* Children often find this spelling tricky. For example writing foiyul instead of foil.

### Phase 3 - Week 8

Objectives and criteria for success:

Learn and practise letters/sounds ear 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.

Spelling Words: her, air, hair, near, year, never, better, after, pure, fern

Practise all previously learned GPCs.

Practise segmentation for spelling p88–91.

Teach reading the high frequency words her p91–93.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – she, now, are, was, his, they, you Play Quickwrite Capitals (Appendix 4).	Teach 'ear' using phonics scheme (or p81 of L&S). Remind children that a trigraph is three letters that make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling - Phoneme frame p88: ear, dear, fear, hear. Blending for reading - Sound buttons p58: near, tear, year, beard.	Writing Sentences p98: I can hear an owl hoot at night.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.  Find any letter (upper or lower case), from a display, when given the sound or letter name.  Write each letter correctly when following a model.
Tue	Recall all previously learned GPCs p83. Read through high frequency words learned so far here, day, can, an, did, am, not, no, on, into, go, the	Teach 'er' using phonics scheme (or p81 of L&S). Teach children to read her p91. Segmenting for spelling - Phoneme frame p88: berk, fern, herd, her.	Play Buried Treasure p87 with the words fern, herd, her, perd, merg.	Play Yes/no questions p97: Is it hot this year? Can she see a herd of cows?	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.
Wed	Quickwrite – now, down, for, look, park, see, my, if Recall all previously learned GPCs p83.	Recap the 'er' sound learned in the previous lesson. Show children how the 'er' sounds in the following words: hammer, farmer, boxer. Practise reading and saying this sound at the end of words.	Blending for reading: Countdown p86 lighter, rocker, better, harder, corner.	Writing Sentences p98: The hammer hit the nail hard.	Be able to spell the tricky words the, to, I, no, go.
Thu	Play Quickwrite words p89 using the high frequency words and, they, are, his, we, me, play, like	Teach 'air' using phonics scheme (or p81 of L&S). Remind children that a trigraph is three letters that make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling: Phoneme frame: air, hair, fair, pair. Blending for reading - Sound buttons and lines: air, hair, fair, pair.	Reading captions activity Drawing p95: She has big hair.	Be able to read the high frequency words learned so far.
Fri	Recall all previously learned GPCs p83. Read through high frequency words learned so far can, day, as, am, an, put, ran, run, off, it, is, back, park	Teach 'ure' using phonics scheme (or p81 of L&S). Remind children that a trigraph is three letters that make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling: Phoneme frame: pure, cure, secure, manure.	Read the sentence: The farm has manure. Read her p91.	Spelling dictation: This year you can look after me.

**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** p91–93.

Practise reading and writing captions and sentences p95–98.

**Spelling Words: all, was, then, with, you, are, looking, tonight, boxer, waiting**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<p><b>Quickwrite</b> – <b>ater, her, never, better, wait</b></p> <p>Sing alphabet song and point to letters p80.</p> <p>Play Quickwrite Capitals (Appendix 4).</p>	<p>Teach reading <b>all</b> p91.</p> <p>Teach reading two-syllable words p94: <b>bedroom, penlid, toothbrush, armchair, waterbed.</b></p>	<p>Segmenting for spelling:</p> <p>Teach spelling two-syllable words p94: <b>bedroom, penlid, toothbrush, armchair, waterbed.</b></p>	<p>Reading sentences. Stop at a full stop.</p> <p>Point out capitals at the start of the next sentence.</p> <p>Read 'In the woods' p104 together.</p>	<p>Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.</p>
Tue	<p>Recall all previously learned GPCs p83.</p> <p>Read through high frequency words learned so far <b>down, right, night, dark, hard, too, see, my, his, yes, very</b></p>	<p>Practise reading – Sound buttons p58: <b>waitress, raindrop, weeping.</b></p>	<p>Segmenting for spelling – Phoneme frame p88: <b>sure, pure, cure, insure, secure, manure, cure.</b></p>	<p>Sentence substitution p86 using sentences on p104: Mark fed the cat/dog/hid/Gail/moon.</p>	<p>Find any letter (upper or lower case), from a display, when given the sound or letter name.</p>
Wed	<p>Recall all previously learned GPCs p83.</p> <p><b>Quickwrite</b> – <b>all, was, with, you, his, they, day</b></p>	<p>Segmenting for spelling – Phoneme frame p88: <b>rocker, boxer, lighter.</b></p>	<p>Play Buried Treasure p87 with the words <b>hammer, litter, bitmun, corpork.</b></p>	<p>Yes/no questions p97/p104 using Phase 3 GPCs. Is the moon far off? Can a hammer chop wood?</p>	<p>Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b>, CVC words <b>jet, win, tax, vet</b>, and silly words <b>ix, jav.</b></p>
Thu	<p>Play Quickwrite words p89 using the high frequency words <b>the, an, I, again, wait, then, that, yes, my</b></p>	<p>Practise reading p94: <b>looking, powder, thicker, singer.</b></p>	<p>Segmenting for spelling – Phoneme frame p88: <b>lightning, orchard, waiter, waiting.</b></p>	<p>Sentence substitution p86 using sentences on p104: The sheep are in the shed/bedroom/farmyard/cars/ wait.</p>	<p>Be able to spell the tricky words <b>the, to, I, no, go.</b></p>
Fri	<p>Recall all previously learned GPCs p83.</p>	<p>Practise reading p94: <b>farmyard, boatman, tonight.</b></p>	<p>Writing Sentences p98: The car park is full.</p>	<p>Yes/no questions p97/p104 using Phase 3 GPCs. Is it dark at night? Is a thick book thin? Can we get wool from sheep? Read <b>all</b> p91.</p>	<p>Be able to read the high frequency words learned so far.</p> <p><b>Spelling dictation:</b> <b>She was waiting for all the singers.</b></p>

### Phase 3 - Week 10

*Objectives and criteria for success:*

Practise all previously learned GPCs.

Practise blending for reading p85–88.

Practise reading high frequency words learned so far.

Practise reading and writing captions and sentences p95–98.

Spelling Words: she, me, he, him, her, into, going, any, man, dog

Practise segmentation for spelling p88–91.

Teach how to read 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 <b>and, they, can, here, they, day, after, never, better, her, now, for, see, my</b>	Sorting p88 between things at school and things at home: <b>bedroom, teacher, rooftop, pen-pot, sister.</b> <b>NB:</b> Some items, for example <b>rooftop</b> , might belong in both categories.	Segmenting for spelling: Teach spelling two-syllable words p94: <b>workman, pigpen, bookshop, market.</b>	Yes/no questions p97/p104 using Phase 3 GPCs. Will six cows fit in a car? Can coins sing a song? Will all shops sell nails?	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.  Find any letter (upper or lower case), from a display, when given the sound or letter name.  Be able to blend and segment in order to read and spell (using magnetic letters)
Tue	<b>Quickwrite – day, here, can, an, into, put, the</b> Recall all previously learned GPCs p83.	Read sentences from p103 On the farm.	Segmenting for spelling - Dictate sentences to the children: <b>The farmer gets up at six. He has to feed the cows and sheep each morning.</b>	Sentence substitution p86 using sentences on p104: You can hear a goat/toad/song/see/coin.	VC words <b>ox</b> , CVC words <b>jet, win, tax, vet</b> , and silly words <b>ix, jav.</b>  Be able to spell the tricky words <b>the, to, l, no, go.</b>
Wed	<b>Quickwrite – if, off, back, of, up, me, my, was, yes</b> Recall all previously learned GPCs p83.	Read sentences from p103 In town.	Segmenting for spelling - Dictate sentence to the children: <b>Jill has fair hair but Jack has dark hair.</b>	Yes/no questions p97/p104 using Phase 3 GPCs. Can a chicken sit on a chair? Can a coach zoom into the air? Can a coat hang on a hook?	Be able to spell the tricky words <b>the, to, l, no, go.</b>
Thu	Play Quickwrite words p89 using the high frequency words <b>will, very, are, you, them, with, they, see, for</b>	Read sentences from p103 In a wigwam.	Segmenting for spelling - Dictate sentences to the children: <b>Jim has seven silver coins. He gets sweets with them.</b>	Sentence substitution p86 using sentences on p104: They might meet in town/market/summer/we/fish.	Be able to read the high frequency words learned so far.
Fri	<b>Quickwrite – her, down, she, wait, keep, near</b> Recall all previously learned GPCs p83.	Segmenting for spelling: Dictate sentence to the children: <b>I can see a pair of dark boots on the mat. Can you?</b>	Play Buried Treasure p87 with the words <b>feel, quib, fork, chull, pear, woin, thin, jung.</b>	Yes/no questions p97/p104 using Phase 3 GPCs. Can ducks see fish in rivers? Can you hear bees buzzing now?	<b>Spelling dictation:</b> <b>She was looking at the silver fish.</b>

## ASSESSMENT

In weeks 11-12 assess the children in small groups using guidance on p203-207.

Children should be able to:

Give the sound when shown all or most Phase 2 and Phase 3 letters graphemes;

Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;

Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the name;

Find the capital letter from a display which corresponds any single lower case letter given;

Be able to blend and read CVC words;

Be able to segment and make phonetically plausible attempt at CVC words;

Be able to read the tricky words [he](#), [she](#), [we](#), [me](#), [be](#), [was](#), [my](#), [you](#), [her](#), [they](#), [all](#), [are](#);

Be able to spell the tricky words [the](#), [to](#), [I](#), [no](#), [go](#);

Write each letter properly when following a model.

## APPENDICES

Phase 3 Appendix 1 – Alphabet song

Something to be noted when teaching children the alphabet is to avoid the usual song where the letters L, M, N, O, P are sung in three notes. Children cannot distinguish each letter and so they will need to be taught an alphabet song which places equal emphasis on all letters.

Phase 3 Appendix 2 – Musical statues

Play a musical statues style game where you sing part of the alphabet and then stop. Ask the children to point to or write the letter you have stopped on. They can play this in pairs.

Phase 3 Appendix 3 – Finding a capital

When introducing a new letter show children where to find the letter in the classroom, for example, on an alphabet display or alphabet card. Show them the little letter and then point out the capital. Show them that this is where to find the capital letter if they ever need it. You may briefly explain when you need one. The children don't need to learn the capital yet but it's important to show them what it looks like and where it can be found.

Phase 3 Appendix 4 – Quickwrite capitals

When ready you can start to play this game where children have to identify the capital letter that goes with the lower case. Teach them the letter name but explain they make the same sound as the lower case. Call out a letter sound or name and ask the children to write the letter as quickly as they can. You can ask them to write the capital and the lower case or just the capital. Early on they may use an alphabet display for support; this is good practise for finding a capital if they don't know it. When they are ready take the display away to assess which capitals they know.

Phase 3 Appendix 5 – Matching game

Show children one picture then three sentences or captions. Ask them to read all three and decide which one matches the picture.

## Phase 4 - Week 1

### Objectives and criteria for success:

Practise recognition and recall of Phase 2 and 3 graphemes p109–110.

Teach and practise reading CVCC words p111.

Teach and practise spelling CVCC words p112.

Teach reading the tricky words **said, so** p118 and decodable words **went, from** p119.

Teach spelling the tricky words **he, she, me, we, be** p119.

Practise reading and spelling high frequency words p118.

Practise reading sentences p122.

Practise writing sentences p124.

**Spelling Words: said, so, went, from, want, must, end, wind, found, most**

	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 <b>said, so</b> p118 and <b>went, from</b> p119. Blending for reading CVCC words p111, extending CVC words to CVCC words: <b>bend, mend, hump, bent, tent.</b>	Segmentation for spelling - Phoneme frame p116: <b>lost, fact, husk, bank, milk, lamp, wind, next.</b> Make sure children see the adjacent consonants as separate sounds with separate boxes.	Reading sentences - Matching p122: I sent it in the post. I camp in a tent.	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 reading tricky words <b>said, so</b> p118 and <b>went, from</b> p119.	Blending for reading: Play Snowball Sounds (Appendix 1) for the following words: <b>best, gulp, band, dent.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>land, nest, link, hunt, lift.</b>	Writing sentences p124: I gulp my milk.	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 tricky words <b>said, so</b> p118 and <b>went, from</b> p119	Blending for reading - Play Snowball Sounds (Appendix 1) for the following words: <b>must, loft, raft, pink.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>lent, bend, sift, vest, tilt, tuft, tusk damp, bust.</b>	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.  Be able to read the tricky <b>said, so.</b>
Thu	<b>Quickwrite – was, they, said, so, went, from, any, his, with, my</b>	Blending for reading - Buried Treasure p115: <b>dift, soft, lant, camp, chimp, panch.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>paint, roast, beast, shelf, north, boost, think.</b>	Writing sentence p124: I sat on the bench and had my toast.	Be able to spell the tricky words <b>he, she, we, me, be.</b>
Fri	<b>Quickwrite – he, she, we, me, be</b> Practise recognition and recall of Phase 2 and 3 GPCs p109–10.	Teach spelling <b>he, she, me, we, be</b> p119. Ask the children to write a sentence containing one of the words.	Read the following sentences: He went to bed. She had a pink car. Me and Tom went to the park. We are in the pond. I will be six soon.	Shared reading p124.	<b>Spelling dictation:</b> <b>I must go to the end of the road.</b>

**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** 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.

**Spelling Words: have, like, it's many, just, next, small, green, took, room**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Practise reading high frequency words learned so far <b>am, can, here, and, the, put, if, off, had, his, of, all, we, are, they, any, very, yes, was, are, you, like, play, for, her, too, into</b>	Teach reading tricky words <b>have, like</b> p118 and decodable word <b>it's</b> p119. Blending for reading: What's in the box? p113: <b>frog, swim, plug, snap.</b>	Segmentation for spelling - Phoneme frame p116: <b>sniff, plum, gran, swim, clap.</b>	Reading sentences - Drawing p122: The clown did tricks with gran.	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	<b>Quickwrite – said, so, went, from, she, all, any, you, are, with</b> Practise recognition and recall of Phase 2 GPCs p109–10.	Teach reading decodable word <b>it's</b> p119. Explain that it comes from 'it is'. Blending for reading - Play Snowball Sounds (Appendix 1) for the following words: <b>green, fresh, smell, snack.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>brown, clock, flag, prod, grab.</b>	Writing sentences p124: A crab crept into a crack in the rock.	Be able to blend and read words containing adjacent consonants.  Be able to segment and spell words containing adjacent consonants.
Wed	<b>Quickwrite – have, like, it's, just, many, play, his, was, again, after, down, yes, but</b>	Blending for reading - Buried Treasure p115: <b>cloop, swing, dreen, float, smarp, groan.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>spark, bring, crash, bleed, clown.</b>	Writing sentences p124: I was at the pond for a swim.	Be able to read the tricky words <b>said, so, have, like.</b>
Thu	<b>Quickwrite – it's, and, go, looking, had, well, her, see, my</b> Practise recognition and recall of Phase 3 GPCs p109–10.	Teach spelling <b>was, you</b> p119. Blending for reading - Play Snowball Sounds (Appendix 1) for the following words: <b>clot, creep, brown.</b>	Segmentation for spelling - Quickwrite words p117; <b>brush, growl, frown, bleep.</b>	Writing sentences p124: You look sad.	Be able to spell the tricky words <b>he, she, we, me, be, was, you.</b>  <b>Spelling dictation:</b> <b>She was here in the brown box.</b>
Fri	<b>Quickwrite – sat, pat, sad, sit, fun, into, pin, rock, neck, puff, all, boss, less, very, tell, fizz, quack</b>	Blending for reading - Buried Treasure p115: <b>smeet, thrill, fluck, flash, crash, crish.</b>	Segmentation for spelling: Show children the animal pictures: snail, skunk, crab, slug, frog, cat, dog, pig. Ask them to write them in two lists, those they like and those they dislike.	Reading - Drawing p122: The frog jumps in the pond and swims off.	



**Phase 4 - Week 3**

*Objectives and criteria for success:*

Practise recognition and recall of Phase 2 and 3 graphemes p109–110.

Teach and practise spelling CCVC words p113.

Teach spelling the tricky words **they, are** p119.

Practise reading sentences p122.

**Spelling Words: some, come, there, because, help, trees, stop, dragon, make**

Teach and practise reading CCVC words p111.

Teach reading the tricky words **some, come, there** p119 and decodable word **help** p119.

Practise reading and spelling high frequency words p118.

Practise writing sentences p124.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<p><b>Quick read – have, like, it's many, just, next, small, green, took, room, said, so, any, they, are, you</b></p> <p>Practise recognition and recall of Phase 2 and 3 GPCs p109–10.</p>	<p>Teach reading tricky words <b>some, come</b> p118.</p> <p>Explain that it can be hard to hear the sounds of some letters when put together with others. This week you are going to show them these tricky combinations.</p> <p>Show the children the 'st' poster and explain how it sounds like 'sd' but words don't start with these two letters together.</p>	<p>Segmentation for spelling: Play Filling in the Blanks (Appendix 2): <b>stop, start, stick, stack.</b></p>	<p>Reading sentences Yes/no questions p123: Can you start the car? Do you stop at a green light? Did you get a sticker?</p>	<p>Give the sound when shown any Phase 2 and 3 grapheme.</p> <p>Find any Phase 2 or 3 grapheme, from a display, when given the sound.</p>
Tue	<p><b>Quickwrite – said, so, any, many, some, come</b></p>	<p>Teach reading tricky word <b>there</b> p118 and decodable word <b>help</b> p119.</p> <p>Show the children the 'sk/sc' poster and explain how it sounds like 'sg' but words don't start with these two letters together.</p> <p>Blending for reading: Play Snowball Sounds (Appendix 1): <b>skip, scoop, skill.</b></p>	<p>Segmentation for spelling: Quickwrite words p117, <b>scarf, scab, skid, skin.*</b></p>	<p>Writing sentences p124: The scarf was black and red.</p>	<p>Be able to blend and read words containing adjacent consonants.</p> <p>Be able to segment and spell words containing adjacent consonants.</p> <p>Be able to read the tricky words <b>said, so, have, like, some, come, there.</b></p>
Wed	<p>Practise recognition and recall of Phase 2 and 3 GPCs p109–10.</p>	<p>Teach spelling <b>they, because</b> p119.</p> <p>Show the children the 'tr' poster and explain how it sounds like 'chr' but isn't spelt that way.</p> <p>Blending for reading: Countdown p114: <b>tree, trash, trick, tram, truck.</b></p>	<p>Segmentation for spelling: Play Filling in the Blanks (Appendix 2): <b>train, trip, track, trap.</b></p>	<p>Reading sentences, Drawing p122: The truck got stuck in the tree.</p>	<p>Be able to spell the tricky words <b>he, she, we, me, be, was, you, they, are.</b></p> <p><b>Spelling dictation: She said that the dog was in the truck.</b></p>
Thu	<p><b>Quickwrite – they, there, help, because, help, was, are, like, play</b></p>	<p>Teach spelling <b>are</b> p119.</p> <p>Show the children the 'dr' poster and explain how it sounds like 'jr' but words don't start with these two letters together.</p> <p>Blending for reading: Play Snowball Sounds (Appendix 1): <b>drip, drum, drop, dress.</b></p>	<p>Segmentation for spelling: Quickwrite words p117, <b>droop, drag, drain, dragon, drab.</b></p>	<p>Writing sentences p124: I got a drop of my drink on my dress.</p>	
Fri	<p>Practise recognition and recall of Phase 2 and 3 GPCs p109–10.</p>	<p>Show the children the 'sp' poster and explain how it sounds like 'sb' but words don't start with these two letters together.</p> <p>Blending for reading: Buried Treasure p115 <b>speeth, spot, spin, sparm, spoon.</b></p>	<p>Segmentation for spelling: Play Filling in the Blanks (Appendix 2): <b>sport, spoil, spark, speck.</b></p>	<p>Shared reading p124.</p>	

\* Children may need some help on whether to use 'sc' or 'sk' but the focus is not using 'sg'.

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 (CCVCC words) p113–115.			
Practise spelling words containing two adjacent consonants p113–115.		Teach reading the tricky words <b>when, what</b> p119 and decodable word <b>children</b> p119.			
Teach spelling the tricky words <b>my, her</b> p119.		Practise reading and spelling high frequency words p118.			
Practise reading sentences p122.		Practise writing sentences p124.			
Spelling Words: <b>children, when, what, think, across, gran, us, door, soon</b>					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – <b>because, help, some, come, there, stop, make</b>	Teach reading tricky words <b>when, what</b> p118. Blending for reading - Play Snowball Sounds (Appendix 1): <b>plump, crept, crunch, craft.</b>	Segmentation for spelling - Quickwrite words p117: <b>brand, frost, cramp, plump, stamp, trend.</b>	Reading sentences - Yes/no questions p123: Did you drink milk? Can you stand on your chin? Are frogs from Mars?	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	Quickwrite – <b>when, what, said, so, any, was, they, her, see, my</b> Practise recognition and recall of Phase 2 and 3 GPCs p109–10.	Teach reading decodable word <b>children</b> p119. Blending for reading - Countdown p114: <b>blend, stunt, crust, tramp, grunt.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>drift, slept, skunk, blink.</b>	Writing sentences p124: I like crisps.	Be able to blend and read words containing adjacent consonants.  Be able to segment and spell words containing adjacent consonants.
Wed	Practise reading high frequency words learned so far <b>said, so, have, like, some, come, there, when, what</b>	Teach spelling <b>across, gran</b> Blending for reading - Play Snowball Sounds (Appendix 1): <b>drank, blank, trunk, crust.</b>	Segmentation for spelling: Quickwrite words p117, <b>spark, thrust, traps, stomp, shrink.</b>	Reading sentences - Drawing p122: The children shrank.	Be able to read the tricky words <b>said, so, have, like, some, come, there, when, what.</b>
Thu	Quickwrite – <b>he, she, we, me, be, was, you, they, are, my, her, because</b> Practise recognition and recall of Phase 2 and 3 GPCs p109–10.	Teach spelling <b>us, think</b> Blending for reading - Buried Treasure p115: <b>clost, clamp, brist, speet, street.</b>	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): <b>prowl, scoop, frown, scrunch, crisp, stand.</b>	Writing sentences p124: A wasp can sting.	Be able to spell the tricky words <b>he, she, we, me, be, was, you, they, are, my, her.</b>  Spelling dictation: <b>She said stop because there was a dog in the street.</b>
Fri	Quickwrite – <b>make, stop, because, now, for, too, see, the, with</b>	Blending for reading - Countdown p114; <b>drown, drink, stink, plank, thank, stamp.</b>	Segmentation for spelling - Quickwrite words p117: <b>trust, brand, frost, blend, grasp, bland.</b>	Shared reading p124.	

## Phase 4 - Week 5

Objectives and criteria for success:

Practise recognition and recall of Phase 2 and 3 graphemes p109–110.

Practise spelling words containing two adjacent consonants p113–115 .

Teach spelling the tricky word **all** p119.

Practise reading sentences p122.

Reading and spelling two-syllable words p121.

Spelling Words: **were, little, one, friend, something, grandad, rabbit, saw, long, lots**

Practise reading words containing two adjacent consonants p113–115.

Teach reading the tricky words **were, little, one** p118.

Practise reading and spelling high frequency words p118.

Practise writing sentences p124.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<p>Quickwrite – <b>children, when what think, gran, across</b></p> <p>Practise recognition and recall of Phase 2 and 3 GPCs p109–10.</p>	<p>Teach reading &amp; spelling tricky word <b>were</b> p118.</p> <p>Teach how to read two-syllable words containing adjacent consonants p121: <b>shampoo, giftbox, helpdesk, sandpit.</b></p>	<p>Spelling two-syllable words p121: <b>pondweed, handstand, helper, desktop.</b></p>	<p>Reading sentences - Yes/no questions p123: Are you afraid of thunder? Can a spoon have a sandwich? Do trains run in a sandpit?</p>	<p>Give the sound when shown any Phase 2 and 3 grapheme.</p> <p>Find any Phase 2 or 3 grapheme, from a display, when given the sound.</p>
Tue	<p>Quickwrite – <b>because, any, was, it's were, all, again, they, can</b></p>	<p>Teach reading &amp; spelling tricky word <b>little</b> p118.</p> <p>Blending for reading (two-syllable words) p121: <b>softest, sandwich, shelving.</b></p>	<p>Spelling two-syllable words p121: <b>driftwood, lunchbox, shelter.</b></p>	<p>Writing sentences p124: They have a lunchbox.</p>	<p>Be able to blend and read words containing adjacent consonants.</p> <p>Be able to segment and spell words containing adjacent consonants.</p>
Wed	<p>Practise recognition and recall of Phase 2 and 3 GPCs p109–10.</p>	<p>Teach reading &amp; spelling tricky word <b>one</b> p118.</p> <p>Blending for reading (two-syllable words) p121: <b>giftbag, starlight, packet.</b></p>	<p>Spelling two-syllable words p121: <b>freshness, floating.</b></p>	<p>Reading sentences on p128: I kept bumping into things in the dark.</p>	<p>Be able to read the tricky words <b>said, so, have, like, some, come, there, when, what, were, little, one.</b></p>
Thu	<p>Quickwrite – <b>here, there, some, come, little, saw, lots, one</b></p>	<p>Teach spelling <b>friend, something</b></p> <p>Blending for reading (two-syllable words) - Buried Treasure p115: <b>lunchbox, stusting, crinkbig, giftbag, shampooing, hilpstog.</b></p>	<p>Spelling two-syllable words p121: <b>shampoo, handstand, twisting.</b></p>	<p>Writing sentences p124: I must not tramp on the flowers.</p>	<p>Be able to spell the tricky words <b>he, she, we, me, be, was, you, they, are, my, her, all.</b></p> <p>Spelling dictation: <b>The rabbit saw some children across the park.</b></p>
Fri	<p>Spell the tricky words <b>he, she, we, me, be, was, you, they, are, my, her, all, because</b></p>	<p>Blending for reading (two-syllable words) p121: <b>drinking, thank-you, thundering, crunching, desktop.</b></p>	<p>Spelling two-syllable words p121: <b>printer, shrinking, treetop.</b></p>	<p>Shared reading p124.</p>	

## Phase 4 - Week 6

Objectives and criteria for success:

Practise recognition and recall of Phase 2 and 3 graphemes p109–110.

Practise spelling words containing two adjacent consonants p113–115.

Practise reading and spelling high frequency words p118.

Practise reading sentences p122.

Spelling Words: do, out, girl, round, around, along, thing, things, king

Practise reading words containing two or three adjacent consonants p113–115.

Teach reading the tricky words do, out\* p118.

Practise writing sentences p124.

Reading and spelling two-syllable words p121.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – because, children, was, any, his, said, little	Teach reading & spelling tricky word do, girl. Teach how to read words with more than two adjacent consonants. Play Snowball Sounds (Appendix 1): splash, spring, strap.	Segmentation for spelling - Play Filling in the Blanks (Appendix 2): stress, splat.	Reading sentences Yes/no questions p123: Do you like to splash in the bath? Is it winter? Are you strong?	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.	Teach reading & spelling tricky word out, round Blending for reading - Countdown p114: sprint, sprung, screech, scrimp, street.	Segmentation for spelling - Quickwrite words p117: strong, sprung, screech.	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	Quickwrite – girl, one, out, round, saw, with, do	Blending for reading (two-syllable words) p121: stronger, screeching, explain.	Spelling two-syllable words p121: splashing, impress.	Reading sentences on p128: Fred and Brett spent a week in Spain.	Be able to read the tricky words said, so, have, like, some, come, there, when, what, were, little, one, do, out.
Thu	Practise recognition and recall of Phase 2 and 3 GPCs p109–10.	Use the phonics time in the next two days to complete using guidance on p203-7. These assessment activities will need to be adapted to contain CCVC, CVCC, CCVCC and CCCVC words. Assess each child on their ability to meet the objectives in the Assessment section of this week's plan.			Be able to spell the tricky words he, she, we, me, be, was, you, they, are, my, her, all.
Fri	Practise reading and spelling all high frequency words learned so far in this phase p118–9.				Spelling dictation: The girl saw a big dragon and run into a pond.

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

## **APPENDICES**

### **Phase 4 Appendix 1 – Snowball sounds**

Show the children how to sound these words by building up the way you blend. For example if you were reading the word 'stop' blend it as follows: s, t, st, st, o, sto, sto, p, stop. This will give children plenty of practise of blending adjacent consonants.

### **Phase 4 Appendix 2 – Filling in the blanks (adapted from a Phase 3 activity)**

Give children the correct number of boxes they need for a phoneme frame. For example if you were going to ask them to write the word 'flat' first ask them to draw a phoneme frame with four boxes. Then give them the word to spell. If they miss out a letter (particularly 'l' in this case) they can see that there is a letter missing and know they must try again. This makes children listen more carefully for the sounds in a word.

## 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.

Practise reading and spelling polysyllabic words p142 and p149.

Practise reading and writing sentences p142 and p149.

**Spelling Words: people, house, about, so, said, away, shouted, pie, eat, sea**

Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.

Teach spelling the words **said, so** p148.

Teach reading the tricky word **people** and decodable words **house, about** p140 and p141.

	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 & spelling tricky word <b>people</b> 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 - Play Countdown p138: <b>day, play may, spray, stray, delay.</b>	Segmenting for spelling activity <b>stay, tray, clay, pray, play.</b> Use activities from Phase 4 p116–117, for segmentation for spelling activities in Phase 5.	Choosing three right answers p143: Which of these are days of the week? Sunday, Thursday, Tuesday, September.	Give the sound when shown any grapheme that has been taught.  Begin to write some of the common graphemes when given a sound.
Tue	Practise reading high frequency words – <b>said, so, because, any, many, make, girl, out, were, little, children</b>	Teach 'ou' and compare to 'ow'. Explain that 'ou' rarely comes at the end of a word. Blending for reading activity - Play Buried treasure p115: <b>out, clouf, proud, boug, scout.</b> Teach reading <b>house, about</b> p141.	Segmentation for spelling Writing labels (Appendix 1): <b>mouth, shout, cloud, loud, count.</b>	Writing sentences p149: The sound is too loud.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.  Be able to blend and segment in order to read CVC words.
Wed	Practise recognition and recall of Phase 2, 3 and 4 GPCs.	Teach spelling tricky words <b>said, so</b> p148. Teach 'ie' and compare to 'i'. 'i' is a word on its own, 'ie' makes the sound in other words – usually at the end. Blending for reading activity - Play Countdown p138: <b>tie, pie, lie, die.</b>	Segmentation for spelling Quickwrite words p117: <b>pie, tie, lie, die.</b>	Reading sentences p142: I cook a pie.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	<b>Quickwrite – people, said, so, little, shouted, away, was, because</b>	Teach 'ea' and compare to 'ee' Play What's in the box? p113: <b>beach, feast, cream, bean, eat, leaf.</b>	Segmentation for spelling Phoneme frame p116: <b>treat, steam, sea, read, meat, least.</b>	Blending for reading sentence substitution p158: Paul eats peas with his meat/beans/reads/cooks/Phil.	<b>Spelling dictation:</b> <b>The children shouted help to the people in the street.</b>
Fri	Practise recognition and recall of Phase 2, 3 and 4 GPCs.	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 <b>ay/ ai/ ou/ ow/ ea/ ee.</b>	Use the words generated from before to teach children how to play Best bet p147, with the same sounds.	

## Phase 5 - Week 2

Objectives and criteria for success:

Teach new graphemes for reading p134 **oy ir ue**.

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

Teach spelling the words **have, like** p148.

Practise reading and spelling polysyllabic words p142 and p149.

Spelling Words: **oh, their, old, have, like, boy, bird, blue, toy, girl**

Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.

Teach reading the words **oh, old, their** p141.

Teach reading the tricky words **oh, their** p140 and decodable word **old** p141.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences 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 the high frequency word <b>old</b> p141. Ask children to read the following words <b>bold, cold, told, hold, fold</b> , and show how they can read these if they can read <b>old</b> .	Blending for activity - Play Countdown p138: <b>bold, cold, told, hold, fold, sold, mold</b> .	Play Buried treasure p115: <b>dold, fold, stold, vold, told</b> .	Give the sound when shown any grapheme that has been taught.  Begin to write some of the common graphemes when given a sound.
Tue	Practise reading & spelling high frequency words – <b>because, was, friend, little, were, some</b>	Teach reading tricky words <b>oh, their</b> p140. Teach <b>'oy'</b> and talk about the difference between this and <b>'oi'</b> . Explain that <b>'oy'</b> usually comes at the end of a word. Play Countdown p138: <b>annoy, annoying, oyster, destroy, boy, toy</b> .	Segmentation for spelling - Phoneme frame p116: <b>boy, toy, joy, enjoy, royal, Roy</b> .	Sentence substitution p158: Loud sounds can be annoying/ noises/ singing/ frightening.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.  Be able to blend and segment in order to read CVC words.
Wed	<b>Quickwrite – old, oh, their, away, so, said, there, help</b> Recall all GPCs from phase 3 and so far in Phase 5.	Teach <b>'ir'</b> and compare to <b>'er'</b> . Blending for reading activity - Play Buried treasure p115: <b>sir, fird, girl, bird, skirk</b> .	Segmentation for spelling - Quickwrite words p117: <b>fir, skirt, shirt, girl, bird, birthday</b> .	Writing captions (Appendix 2): The girl got a bird for her birthday.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	Practise reading & spelling high frequency words – <b>come, house, went, she, his, all, for, they</b> .	Teach spelling tricky words <b>have, like</b> p148. Teach <b>'ue'</b> and compare to <b>'oo'</b> . Explain that <b>'ue'</b> usually comes at the end of a word. Play Countdown p138: <b>clue, blue, issue, true, glue, Sue</b> .	Segmentation for spelling - Phoneme frame p116: <b>clue, blue, issue, Sue, tissue, clue</b> .	Reading sentences p142: The glue is blue.	Spelling dictation: <b>The girl and boy saw a blue bird in the park.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach <b>'ue'</b> and compare to the word <b>'you'</b> Blending for reading: <b>cue, due, value, statue, rescue, hue</b> .	Segmentation for spelling - Quickwrite words p117: <b>venue, due, rescue, value, cue, argue</b> .	Writing sentences p149. Sue argues with you.	

### Phase 5 - Week 3

Objectives and criteria for success:

Teach new graphemes for reading p134 **aw, wh ph ew**.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: **don't, by, Mr, Mrs, crawl, straw, white, which, dolphin, threw**

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

Teach spelling the words **some, come** p148.

Teach reading the tricky words **don't, by** p140 and decodable words **Mr, Mrs** p141.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading high frequency words <b>don't, by</b> p140. Teach 'aw' and compare to 'or'. Blending for reading - Play What's in the box? P113: <b>jigsaw, crawl, straw, jaw, prawn.</b>	Segmentation for spelling - Writing labels (Appendix 1): <b>jigsaw, crawl, straw, jaw, prawn.</b>	Reading sentences p142: I will crawl on the lawn.	Give the sound when shown any grapheme that has been taught.  Begin to write some of the common graphemes when given a sound.
Tue	Practise reading & spelling high frequency words – <b>don't, by, some, come, across, soon, along, because</b>	Teach reading tricky words <b>Mr, Mrs</b> 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 - Play Countdown p138: <b>when, which, wheel, whisper, where, what.</b>	Segmentation for spelling - Quickwrite words p117: <b>whisper, where, what, when, which, wheel.</b>	Reading sentences p142: Where is the wheel?	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.  Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach 'wh' and compare to 'h'. Blending for reading activity - Play Countdown p138: <b>who, whole, whom.</b>	Segmentation for spelling - Quickwrite words p117: <b>who, whole, whom.</b>	Writing sentences p149: Who is it?	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
Thu	Practise reading & spelling high frequency words – <b>one, was, here, can, be, me, my, see, with, of, for, too</b>	Teach spelling tricky words <b>some, come</b> p148. Teach 'ph' and compare to 'f'. Blending for reading. Read the following words: <b>dolphin, alphabet, elephant, phonics.</b>	Segmentation for spelling. Quickwrite words p117: <b>phonics, phantom, Phil, dolphin, elephant, alphabet.</b>	Choosing three right answers p143: Which of these are animals? Elephant, dolphin, pheasant, alphabet.	Begin to accurately spell most of the words in the list of 100 high frequency words.  <b>Spelling dictation:</b> <b>There children were in class with Mrs White.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach 'ew' and compare to 'oo'. Explain that 'ew' usually goes at the end of a word. Segmentation for spelling - Phoneme frame p116: <b>brew, flew, Andrew, threw, grew, chew.</b>	Blending for reading activity - Play Buried treasure p115: <b>blew, plew, grew, vew, screw, cew.</b>	Writing sentences p149: Tom chews some meat.	



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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

**Spelling Words: looked, time, your, called, were, toe, author, chimney, key, take**

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

Teach spelling the word **were** p148.

Teach reading the words **looked, time, your, called** p141.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling tricky words <b>looked, called</b> p140. Teach 'oe' and compare to 'oa'. Explain that 'oe' usually goes at the end of a word. Blending for reading - Buried treasure p115: <b>toe, spoe, Joe, troe.</b>	Segmentation for spelling - Quickwrite words p117: <b>toe, hoe, Joe, doe.</b>	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	Practise reading & spelling high frequency words – <b>looked, called, have, saw, said, so, was, because, they, girl, out</b>	Teach 'au' and compare to 'or'. Explain that 'au' doesn't usually go at the end of a word. Blending for reading. Sound out and blend the following words: <b>Paul, haul, launch, August, author, automatic.</b> Use guidance on p142 for reading words with more than one syllable.	Segmentation for spelling - Phoneme frame p116: <b>August, automatic, author, Paul, haunt, haunted.</b> Use p149 for spelling words with more than one syllable.	Writing sentences p149: The rocket will launch.	Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.  Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling words <b>your, time</b> p141. Teach 'ey' and compare to 'ee'. Explain this usually goes at the end of a word. Blending for reading activity - Play Countdown p138: <b>donkey, turkey, jockey, valley, trolley.</b>	Segmentation for spelling - Quickwrite words p117: <b>chimney, cockney, monkey, donkey, turkey, money.</b>	Writing captions (Appendix 2): The monkey is up the chimney.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	Practise reading & spelling high frequency words – <b>your, time, people, children, about, little, you, are, again</b>	Teach spelling tricky word <b>were, take</b> p148. Teach 'a-e' and compare to 'ai'. See p135 for guidance on teaching split digraphs. Blending for reading. Play What's in the box? P113: <b>frame, skate, plate, flame, gate, mane.</b>	Segmentation for spelling - Writing labels (Appendix 1): <b>frame, skate, plate, flame, gate, mane.</b>	Writing sentences p149: Bake me a cake.	<b>Spelling dictation:</b> <b>How many people called out help?</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach 'e-e' p135 and compare to 'ee'. See p135 for guidance on teaching split digraphs. Blending for reading. Sound out and blend the following words: <b>Pete, compete, Steve, theme, extreme.</b>	Spell the following words: <b>extreme, Eve, theme, Pete, Steve, complete.</b>	Reading sentences p142: Pete and Steve made lunch.	

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

**Spelling Words: there, asked, very, slide, nine, bone, stone, rule, June, treasure**

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

Teach reading the words **asked, very** p141.

Teach spelling the word **there** p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>very, June</b> Teach 'i-e' and talk about the word 'l' and the GPCs 'ie' and 'igh' p135. Blending for reading - What's in the box? P113: <b>bride, nine, kite, bike, slide, prize.</b>	Segmentation for spelling - Writing labels (Appendix 1): <b>bride, nine, kite, bike, slide, prize.</b>	Reading sentences p142: I hide under the slide.	Give the sound when shown any grapheme that has been taught.  Begin to write some of the common graphemes when given a sound.
Tue	<b>Quickwrite – very, June, author, chimney, key, take, time, looked</b>	Teach reading & spelling tricky word <b>asked</b> Teach 'o-e' and compare to 'oe'. Explain that it is spelled the same as 'oe' but is split up. See p135 for more guidance on teaching split digraphs. Blending for reading - Play buried treasure p115: <b>bone, vome, note, fote, stone.</b>	Segmentation for spelling - Play Quickwrite words p117: <b>awoke, explode, those, alone, stoke.</b>	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.  Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling tricky word <b>there</b> p148. Teach 'u-e' and compare to 'oo' sound. See p135 for guidance on teaching split digraphs. Blending for reading - Countdown p138: <b>June, prune, flute, rude, rule, brute.</b>	Segmentation for spelling - Phoneme frame p116: <b>rude, rule, brute, June, prune, salute.</b>	Reading sentences p142: The monkey gave a salute.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	<b>Quickwrite – don't, because, was, they, their, saw, one, little, people, you, are</b>	Teach 'u-e' with the 'you' sound and compare to yesterday's sound. Blending for reading - Countdown p138: <b>huge, cube, use, tube, mule, compute.</b>	Spell the following words: <b>computer, refuse, huge, cube, use.</b>	Writing captions (Appendix 2): The mule plays a tune on the flute.	<b>Spelling dictation:</b> <b>There were too many people on the slide.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach the /zh/ sound as in treasure. It's the s that makes the sound. Blending for reading activity: <b>treasure, television, usual, pleasure, casual.</b>	Spell the following words: <b>pleasure, casual, treasure, television, usual.</b>	Reading sentences p142: Where is the treasure?	

## 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.

Teach spelling the word **when** p148.

Practise reading and spelling polysyllabic words p142 and p149.

Spelling Words: **when, water, where, stick, child, from, find, stop, mostly, was**

Teach reading the words **water, where** p141.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>water, from</b> Teach children that the same spelling can make different sounds. Use the guidance on p136 on how to teach this. Teach alternative pronunciation of the letter 'i'. Write the following words on the board and demonstrate how to read them: <b>fin, child, milk, find.</b>	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: <b>stick, fin, find, fish, child.</b>	Reading sentences p142: <b>Can you help me find my toy?</b>	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	<b>Quickwrite – very, asked, water, from, there, your, don't by</b>	Teach reading & spelling high frequency word <b>where, when, child</b> Teach children how to use the context of a sentence to work out the correct pronunciation of a word. Play Yes/ no questions p142: Do you find milk in the cooker? Can a child drive a car? Do you mind if I take your money?	Practise spelling polysyllabic words p149: <b>milkman, remind, fishfingers, childish, stickers.</b>	Writing sentences p149: <b>Can you remind me to get milk?</b>	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.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling the tricky word <b>was, mostly</b> Teach alternative pronunciation of 'o'. Use the guidance on p136 on how to teach this. Write the following words on the board and demonstrate how to read them: <b>no, go, from, open, stop, both.</b>	Phoneme Spotter p145. Read The Old Pony p163.	Writing sentences p149: <b>Don't open the golden pot.</b>	Begin to accurately spell most of the words in the list of 100 high frequency words.  <b>Spelling dictations:</b> <b>The child was in the water with a dolphin.</b>
Thu	<b>Quickwrite – was, mostly, where, when, child, children, because, one, they</b>	Teach reading of polysyllabic words using alternative pronunciations of 'o' p142: <b>golden, soldier, mostly, focusing.</b>	Practise spelling polysyllabic words p149: <b>opener, golden, mostly.</b>	Reading sentences p142: <b>Is it hot or cold?</b>	
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>mild, vind, stink, open, fost.</b>	Inventing words (Appendix 3).	.	

**Phase 5 - Week 7**

*Objectives and criteria for success:*

Alternative pronunciations for **c** and **g** p136.

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

Teach spelling the words **out, made, came**.

Practise reading and spelling polysyllabic words p142 and p149.

**Spelling Words: who, because, out, made, came, crisp, central, cycle, magic, danger**

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

Teach reading the words **who, because** p141.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>because</b> p141, using a mnemonic (Appendix 4). Review pronunciation of 'c' as in <b>cat, cold, crisp</b> . Teach alternative pronunciation of 'c'. Use the guidance on p136 on how to teach this. Blending for reading - Play Countdown p138: <b>cell, city, acid, success</b> .	Segmentation for spelling. Phoneme frame p116: <b>face, race, rice, nice, mice</b> .	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	<b>Quickwrite – because, little, people, was, they, friend, one, any, many</b>	Teach reading & spelling high frequency word <b>who</b> p141. Teach reading polysyllabic words using words with alternative pronunciations of 'c' p142: <b>icles, central, December, successful</b> .	Practise spelling polysyllabic words p149: <b>advice, cycle, successful, cellar</b> .	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.  Read and spell phonically decodable two-syllable and three-syllable words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling tricky words <b>out, made, came</b> p148. Review pronunciation of 'g' as in <b>goat, gold, get</b> . Teach alternative pronunciation of 'g'. Use the guidance on p136 on how to teach this. Play Countdown p138: <b>gent, giraffe, magic, ginger</b> .	Segmentation for spelling. Quickwrite words p117: <b>cage, rage, age, gem</b> .	Reading sentences p142: I don't have the energy to go to the gym.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
Thu	<b>Quickwrite – here, there, were, for, his, girl, her, she, have, they, out, made, came</b>	Teach reading polysyllabic words using words with alternative pronunciations of 'g' p142: <b>gymnastics, magician, gently, Gillian</b> .	Practise spelling polysyllabic words p149: <b>gorilla, magic, danger, energy</b> .	Writing sentences p149: There is danger ahead!	Begin to accurately spell most of the words in the list of 100 high frequency words.  Form each letter correctly.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>gem, gup, cot, face, ruce</b> .	Inventing words (Appendix 3).	.	<b>Spelling dictation:</b> <b>They came out of the magic cage.</b>

**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.

Teach spelling the words **one, make, here**.

polysyllabic words p142 and p149.

Practise reading and writing sentences p142 and p149.

**Spelling Words: again, different, one, make, here, sudden, suddenly, fun, under, snow**

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

Teach reading the words **again, different** p141.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and spelling

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>again</b> p141. Review pronunciation of 'u' as in <b>under, fun, but, sudden</b> . Teach alternative pronunciation of 'u'. Use the guidance on p136 on how to teach this. Read the following words: <b>unit, music, stupid, human</b> .	Practise writing words: <b>human, stupid, tuba</b> .	Reading sentences p142: I like loud music.	Give the sound when shown any grapheme that has been taught. Begin to write some of the common graphemes when given a sound.
Tue	<b>Quickwrite – again, fun, under, sudden, but, because, was, said, so</b>	Teach reading & spelling high frequency word <b>different</b> p141. Teach reading polysyllabic words using words with alternative pronunciations of 'c' p142: <b>universe, unicorn, union</b> .	Practise spelling polysyllabic words 149: <b>pushchair, bullock, pudding</b> .	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. Read and spell phonically decodable two-syllable and three-syllable words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling tricky word <b>one</b> p148. Teach alternative pronunciation of 'ow'. Use the guidance on p136 on how to teach this. Play What's in the box? P113: <b>snow, crow, pillow, elbow, throw</b> .	Writing captions (Appendix 2): <b>snow, crow, pillow, elbow, throw</b> .	Reading sentences p142: The window is low.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.
Thu	<b>Quickwrite – different, one, saw, they, have, can, girl, boy, us, when</b>	Teach spelling words <b>make, here</b> p148. Teach reading of polysyllabic words using alternative pronunciations of 'ow' p142: <b>downtown, clowning, downstairs</b> .	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: <b>glow-worm, window, rowing, downtown, how</b> .	Writing sentences p149: Slow down!	Begin to accurately spell most of the words in the list of 100 high frequency words. <b>Spelling dictation: Suddenly the dragon came out from under the snow.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach Homographs p143 with <b>bow, bow</b> and <b>row, row</b> .	Ask children to write two sentences one for each pronunciation of <b>bow</b> and <b>row</b> .	Play Buried treasure p115: <b>unit, stumic, crow, fow</b> .	

**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.

Teach spelling the word **do**.

Practise reading and spelling polysyllabic words p142 and p149.

Spelling Words: **thought, any, saw, do, head, friend, really, field, read, reading**

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

Teach reading the words **thought, any, saw** p141.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>thought, friend</b> p141. Review pronunciation of 'ie' as in <b>pie, lie, tie</b> . Teach alternative pronunciation of 'ie'. Use the guidance on p136 on how to teach this. Read the following words: <b>chief, field, thief, yield, shield</b> .	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: <b>yield, pie, belief, tie, chief</b> .	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.  Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.
Tue	<b>Quickwrite – thought, friend, was, because, people, little, one, they, round</b>	Teach reading & spelling high frequency word <b>any</b> , p141. Practise reading polysyllabic words using words with alternative pronunciations of 'ie': <b>relief, fielder, priesthood, replied, denied</b> .	Practise spelling polysyllabic words p149: <b>relief, fielding, chiefly, replied, denied</b> .	Writing sentences p149: The chief had a shield.	Read and spell phonically decodable two-syllable and three-syllable words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>saw, really</b> p141. Review pronunciation of 'ea' as in <b>peach, bead</b> . Teach alternative pronunciation of 'ea'. Use the guidance on p136 on how to teach this. Read the following words: <b>head, dead, ready, bread, heaven</b> .	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: <b>breakfast, feather, beads, sea, read, head</b> .	Reading sentences p142: He has feathers in his headdress.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	<b>Quickwrite – said, so, saw, really, field, children, across, his, her</b>	Teach spelling tricky word <b>do</b> p148. Practise reading polysyllabic words using words with alternative pronunciations of 'ea': <b>seaside, headache, reading, heaven, feather</b> .	Practise spelling polysyllabic words p149: <b>headless, deadly, ready, breakfast, instead</b> .	Writing sentences p149: I put my head in the sea.	<b>Spelling dictation@</b> <b>My friend thought I was really sad.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach Homographs p143 with <b>read</b> and <b>read</b> .	Ask children to write two sentences one for each pronunciation of <b>read</b> .	Play Buried treasure p115: <b>unit, stumic, crow, fow</b> .	

**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.

Teach spelling the words **what, please**.

Practise reading and spelling polysyllabic words p142 and p149.

**Spelling Words: through,, eyes, what, please, school, mother, bigger, letter, chef, chalet**

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

Teach reading the words **through, eyes** p141.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>through</b> p141. Review pronunciation of 'er' as in <b>stern, jerk, serve</b> . Remind children how the sound can change when it's at the end of a word. For example, <b>hotter, letter</b> . This was previously taught in Phase 3 - week 8 but it's helpful to recap.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: <b>herd, fern, bigger, better</b> .	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.  Begin to apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.
Tue	<b>Quickwrite – through, what, when, where, how, different, any, saw, because,</b>	Teach reading & spelling high frequency word <b>eyes</b> p141. Teach reading polysyllabic words using words with alternative pronunciations of 'er': <b>herbal, Oliver, servant, permanent, farmer, letter</b> .	Practise spelling polysyllabic words 149: <b>servant, jerky, herbal, sternum</b> .	Writing sentences p149: Oliver is bigger than her.	Read and spell phonically decodable two-syllable and three-syllable words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling tricky word <b>what</b> p148. Review pronunciation of 'ch' as in <b>chip, chin, chops</b> . Teach alternative pronunciation of 'ch'. Use the guidance on p136 on how to teach this. Read the following words: <b>school, chord, Chris, Chloe</b> .	Practise spelling polysyllabic words p149: <b>technical, Christmas, schooling, Chloe</b> .	Reading sentences p142: Chris and Chloe go to school.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	<b>Quickwrite – people, little, many, who, mostly, from, water, was</b>	Teach spelling tricky word <b>please</b> p148. Teach alternative pronunciation of 'ch' as in <b>chef, machine</b> . Use the guidance on p136 on how to teach this. Read the following words: <b>chef, Charlotte, machine, chalet, brochure</b> .	Practise spelling polysyllabic words p149: <b>Charlotte, machine, brochure</b> .	Writing sentences p149: Charlotte is a chef.	<b>Spelling dictation:</b> <b>Their eyes got bigger when they saw the school.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Quick copy p138, using words with newly learned graphemes: <b>school, machine, chord, fern, bigger, herb, water</b> .	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: <b>chord, chalet, church</b> .	Reading sentences p142: Charlotte and Chris go to church.	

## Phase 5 - Week 11

*Objectives and criteria for success:*

Alternative pronunciations for **a** 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.

**Spelling Words: of, work, friends, want, little, fast, last, ask, father, pass**

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

Teach reading the words **work, friends, want** p141.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling <b>work</b> p141. Review pronunciation of 'a' as in <b>fat, cat, pan</b> . Teach alternative pronunciation of 'a'. Use the guidance on p136 on how to teach this. Read the following words: <b>fast, path, pass, last, past, father</b> (this will depend on regional accents).	Segmentation for spelling. Phoneme frame p116: <b>fast, branch, pass, task, mast</b> .	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	<b>Quickwrite – work, father, last, fast, pass, are, you, your, one, out, again</b>	Teach reading & spelling high frequency word <b>friends</b> p141. Teach alternative pronunciation of 'a'. Use the guidance on p136 on how to teach this. Read the following words: <b>acorn, bacon, angel, native, Amy, baby</b> .	Practise spelling polysyllabic words p149: <b>apricot, apron, native, basis, footpath, password, faster</b> .	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.  Read and spell phonically decodable two-syllable and three-syllable words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>want</b> p141. Teach alternative pronunciation of 'a'. Use the guidance on p136 on how to teach this. Read the following words: <b>watch, what, wasp, squash, squad, wash</b> . 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 <b>want, wander, squad, wallet, watch, wasp, want</b> .	Reading sentences p142: My friends watch a little TV.	Begin to read automatically the words in the list of 100 high frequency words taught in previous phases.  Begin to accurately spell most of the words in the list of 100 high frequency words.
Thu	<b>Quickwrite: want, friends, what, his, but, put, yes, was, with, never, after</b>	Teach spelling tricky word <b>little</b> 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.	<b>Spelling dictation: Who are my mother and father?</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>Amy, April, ask, yat, gast</b> .	Inventing words (Appendix 3). Put these words into sentences for the next activity.	Reading sentences p142: Children read one another's sentences containing their invented words.	



## Phase 5 - Week 12

Objectives and criteria for success:

Alternative pronunciations for **y** p136.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: mouse, once, many, yes, you, every, only, floppy, happy, fly

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

Teach reading the words **mouse, once, many** p141.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>mouse</b> p141. Review pronunciation of 'y' as in <b>yes, yet, you</b> . Teach alternative pronunciation of 'y'. Use the guidance on p136 on how to teach this. Read the following words: <b>by, my, spy, sky, reply, fry</b> .	Segmentation for spelling - Phoneme frame p116: <b>fry, spy, cry, fly, try, sky</b> .	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	<b>Quickwrite – mouse, fly, yes, you, yet, my, by, under, different, thought, through</b>	Teach reading & spelling high frequency word <b>once</b> p141. Teach alternative pronunciation of 'y'. Use the guidance on p136 on how to teach this. Read the following words: <b>happy, very, funny, merry, crunchy</b> .*	Segmentation for spelling - Quickwrite words p117: <b>happy, very, Mummy, Daddy, silly</b> .	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 decodable.  Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling tricky word <b>many, every</b> p140. Practise spelling tricky words from p194. Teach alternative pronunciation of 'y'. Use the guidance on p136 on how to teach this. Read the following words: <b>gym, crystal, cygnet</b> .	Practise spelling polysyllabic words p149: <b>Egypt, frying pyramid, spying, mystery, yellow</b> .	Reading sentences p142: The pyramids are in Egypt.	Read and spell phonically decodable two-syllable and three-syllable words.  Read automatically all the words in the list of 100 high frequency words.
Thu	<b>Quickwrite – people, many, happy, once, little, because, was, one, they, every</b>	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 sentences p149: Jimmy goes to the gym.	Accurately spell most of the words in the list of 100 high frequency words. <b>Spelling dictation:</b> <b>The little mouse was very happy.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>fary, merry, sky, bry, yet, yaff</b> .	Inventing words (Appendix 3). Put these words into sentences for the next activity.	Reading sentences p142: Children read one another's sentences containing their invented words.	* This is covered in more depth in Phase 6.

## Phase 5 - Week 13

*Objectives and criteria for success:*

Alternative pronunciations for **ou** and **e** p136.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

**Spelling Words: laughed, over, out, about, best, bed, soup, our, book, looks**

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

Teach reading the words **laughed, over** p141.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading & spelling high frequency word <b>laughed</b> p141. Review pronunciation of 'ou' as in <b>out, about, cloud, sound</b> . Teach alternative pronunciation of 'ou'. Use the guidance on p136 on how to teach this. Read the following words: <b>you, soup, group</b> .	Practise spelling 'ou' words: <b>you, soup, group, troupe</b> .	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	<b>Quickwrite – laughed, out, about, little, who, how, you, many, are</b>	Teach reading & spelling high frequency word <b>over</b> p141. Teach alternative pronunciation of 'ou'. Use the guidance on p136 on how to teach this. Read the following words: <b>mould, shoulder, boulder</b> .	Practise spelling <b>mould, shoulder, boulder</b> .	Reading sentences p142: There are too many boulders.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.  Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Practise spelling tricky words – <b>was, because, they, one, people</b> 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 sentences p149: Can I have some soup?	Read and spell phonically decodable two-syllable and three-syllable words.  Read automatically all the words in the list of 100 high frequency words.
Thu	<b>Quick write – over, my, any, many, some, thought, here, can</b>	Review pronunciation of 'e' as in <b>bed, net, best</b> . Teach alternative pronunciation of 'e' p153. Use the guidance on p136 on how to teach this. Read the following words: <b>he, she, be, we, me</b> .	Practise spelling polysyllabic words p149: <b>recent, decent, region</b> .	Reading sentences p142: He is a decent man.	Accurately spell most of the words in the list of 100 high frequency words. <b>Spelling dictation:</b> <b>The little girl laughed about the funny people.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>wout, soup, we, le, out</b> .	Inventing words (Appendix 3). Put these words into sentences for the next activity.	Reading sentences p142: Children read one another's sentences containing their invented words.	

**Phase 5 - Week 14**

*Objectives and criteria for success:*

Alternative pronunciations for **e** and **ey** p152–3.

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

polysyllabic words p142 and p149.

**Spelling Words: could, would, should, money, honey, grey, may, day, way, say**

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

Teach reading and spelling the words **could, would, should** p141 and p148.

Practise reading and writing sentences p142 and p149.

Practise reading and spelling

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading and spelling high frequency words <b>could, would, should</b> p141/8. Use a mnemonic to help remember the spelling e.g. 'oh you lucky duck'. See Appendix 4 for guidance.	Write three questions starting with each of the new words.	Yes/ no questions p142: Could I have a cup of tea please Would you like a cake? Should I go home?	Give the sound when shown any grapheme that has been taught.  For any sound given, write the common graphemes.
Tue	<b>Quickwrite – could, should, would, only, every, friend, friends, eyes, through</b>	Practise spelling tricky words from p194. Review pronunciation of 'ey' as in <b>key, money</b> . Teach alternative pronunciation of 'ey' p153. Use the guidance on p136 on how to teach this. Read the following words: <b>they, grey, obey, prey, survey</b> .	Practise spelling polysyllabic words p149: <b>surveying, obeyed, greyish</b> .	Reading sentences p142: They must obey the rules.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Practise reading polysyllabic words using words with alternative pronunciations of 'e' as in <b>donkey, greyish, obeyed, honey, surveyor</b> .	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 sentences p149: The monkey likes honey.	Be able to blend and segment in order to read CVC words.  Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Practise reading high frequency words p141 and spelling tricky words so far in Phase 5 p148.	Use today and tomorrow'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.			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 3 and so far in Phase 5.	<b>They should have got the money so they could get the honey.</b>			

**End of Year 1**

**Phase 5 - Week 15 Year 2**

*Objectives and criteria for success:*

Alternative spellings for /ch/ and /j/ sounds p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and 149.

Spelling Words: oh, their, his, her, picture, catch, kitchen, gentle, need, than

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

Teach reading and spelling the words oh, their p141 and p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from Phase 3 and so far in Phase 5.	Teach spelling high frequency word <b>oh</b> p148. Review spelling of /ch/ sound as in <b>chip, chin, rich</b> . Teach alternative spelling of /ch/ as 'tch'. Use the guidance on p144 on how to teach this. Read the following words: <b>catch, pitch, fetch, notch, ditch, kitchen</b> . Explain that this spelling never goes at the start of a word.	Practise spelling polysyllabic words p149: <b>stitching, matchmaker, scratched</b> .	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 decodable.
Tue	Practise reading & spelling high frequency words – <b>was, you, are, so, said, little, saw, one, yes, no, kitchen, catch</b>	Teach spelling high frequency word <b>their</b> p148. Use a mnemonic such as “tall hairy elephants in raincoats” to help (See Appendix 4 for guidance). Teach alternative spelling of /ch/ as 't'. Use the guidance on p144 on how to teach this. Read the following words: <b>picture, creature, future, mixture, nature, capture</b> .	Practise spelling polysyllabic words p149: <b>picture, nature, future</b> .	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 3 and so far in Phase 5.	Review spelling of 'j' as in <b>jet, jaguar, Jim</b> . Teach alternative spelling of /j/ as 'dge'. Use the guidance on p144 on how to teach this. Read the following words: <b>fudge, sledge, badger, ledge, lodge, podgy</b> . Explain that this spelling never goes at the start of a word.	Practise spelling polysyllabic words p149: <b>dodging, badger, hedges, lodger</b> .	Writing sentences p149: The badger is in the hedge.	Read and spell phonically decodable two-syllable and three-syllable words.  Read automatically all the words in the list of 100 high frequency words.
Thu	Practise reading & spelling high frequency words – <b>oh, their, his, her, need, than, they, were, but, picture</b>	Teach alternative spelling of /j/ as 'g'. Use the guidance on p144 on how to teach this. Read the following words: <b>gym, gentle, giraffe, gem, energy</b> .	Practise spelling polysyllabic words p149: <b>energetic, allergy, gentleman</b> .	Reading sentences p142. Eating a banana will give you energy.	Accurately spell most of the words in the list of 100 high frequency words.
Fri	Recall all GPCs from Phase 3 and so far in Phase 5.	Phoneme spotter using the sound/spelling patterns from this week p145.	Best bet p147, following Phoneme spotter.	Rhyming word generation p146: <b>rich, ditch</b> .	Spelling dictation: <b>Oh no said the gentle badger.</b>

## Phase 5 - Week 16

Objectives and criteria for success:

Alternative spellings for /n/, /r/ and /m/ sounds p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: home, going, know, knew, knife, knock, knit, knee, gnaw, gnat

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

Teach spelling the words home, going p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word going p148. Review spelling of /n/ as in net, span, need. Teach alternative spelling of /n/ as 'gn' p144. Read the following words: 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	Quickwrite – because, going, gnaw, gnat, little, people, though, they, say, my, was,	Teach spelling high frequency word home p148. Teach alternative spelling of /n/ as 'kn' p144. Read the following words: knit, knob, knew, knife, knock. Explain that this spelling is always at the start of a word.	Segmentation for spelling. Phoneme frame p116: knit, knock, knee, knob, know.	Reading sentences p142: I was knitting when 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 decodable.  Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Review spelling of /r/ as in rat, rubbish. Teach alternative spelling of /r/ as 'wr' p144. Read the following words: wrap, wrong, wrote, wry, written. Explain that this spelling is always at the start of a word.	Practise spelling polysyllabic words p149: wretched, wrenching, wrongly.	Writing sentences p149: I wrote a letter.	Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Quickwrite – home, knit, knife, knew, know, knee, knock, our, friend, some, where, when, what, how	Review spelling of /m/ as in mat, miss, me. Teach alternative spelling of /m/ as 'mb' p144. Read the following words: lamb, bomb, thumb, comb, climb, numb. Explain that this spelling never goes at the start of a word.	Rhyming word generation p146: lamb, ham and gnome, comb, home etc.	Yes/ no questions: Do you like lamb-chops? Did you hurt your thumb? Can you comb your hair?	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. Spelling dictation: The little people were going home.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: fimb, knuck, gnat, knit, comb, gnoit.	Inventing words (Appendix 3). Put these words into sentences for the next activity.	Reading sentences p142: Children read one another's sentences containing their invented words.	

## Phase 5 - Week 17

Objectives and criteria for success:

Alternative spellings for /s/, /z/ and /u/ sounds p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: **people, or, because, horse, come, some, castle, gave, lived, river**

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

Teach spelling the words **people, or** p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency words <b>people, or</b> p148. Review spelling of /s/ sound as in <b>sit, sand, sick</b> . Teach alternative spelling of /s/ as 'st' p144. Read the following words: <b>listen, whistle, castle, rustle, Christmas</b> . Explain that this is usually in the middle of a word.	Practise spelling polysyllabic words p149: <b>jostle, bristle, glisten, wrestling</b> .	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.  Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
Tue	<b>Quickwrite – people, or, castle, come, some, once, many, any, really, was</b>	Teach alternative spelling of /s/ sound as 'se' p144. Read the following words: <b>house, grease, purse, grouse</b> .	Segmentation for spelling. Phoneme frame p116: <b>horse, mouse, loose</b> .	Writing sentences p149: There is a mouse on the loose.	Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Review spelling of /z/sound as in <b>zoo, zip</b> . Teach alternative spelling of /z/ as 'se' p144. Read the following words: <b>please, tease, because, browse</b> .	Segmentation for spelling. Phoneme frame p116: <b>rouse, noise, pause, cheese</b> .	Writing sentences p149: Please can we go to the zoo?	Read and spell phonically decodable two-syllable and three-syllable words.
Thu	<b>Quickwrite – because, please, horse, house, little, one, they, like, play, my, but, said, so, day, can</b>	Review spelling of /u/ sound as in <b>nut, fun, sun</b> . Teach alternative spelling of /u/ sound as 'o' p144. Read the following words: <b>son, come, some, done, money</b> .	Play Rhyming word generation p146. Start with <b>son</b> .	Reading sentences p142: It's nothing to worry about.	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 3 and so far in Phase 5.	Phoneme spotter using the sound/spelling patterns from this week p145.	Best bet p147, following Phoneme spotter.	Yes/ no questions: Can a drum make a loud noise? Do you like Christmas? Do you eat cheese with jam?	<b>Spelling dictation:</b> <b>The people lived in the castle.</b>

**Phase 5 - Week 18**

*Objectives and criteria for success:*

Alternative spellings for /ear/ and /ur/ sounds p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: Mr, Mrs, here, there, where, worm, work, bear, learn, near

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

Teach spelling the words Mr, Mrs p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency words Mr, Mrs p148. Review spelling of /ear/ sound as in fear, near. Teach alternative spelling of /ear/ sound as 'ere' p144. Read the following words: here, mere, severe, interfere, adhere.	Practise spelling here, severe.	Writing sentences p149: Please don't interfere.	Give the sound when shown any grapheme that has been taught.  For any sound given, write the common graphemes.
Tue	Quickwrite – here, there, Mr, Mrs, near, where, because, was, little, people	Teach alternative spelling of /ear/ sound as 'eer' p144. Read the following words: beer, sheer, veer, career, steer.	Practise spelling polysyllabic words p149: career, steering, veered.	Reading sentences p142: Can Mr Smith steer the car?	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Review spelling of /ur/ as in surf, turn. Practise all spellings of /ur/ sound as 'or' p144. Read the following words: world, worse, worm, work, worship.	Segmentation for spelling - Phoneme frame p116: worth, work, worse, word.	Writing sentences p149: Work hard at school.	Be able to blend and segment in order to read CVC words.  Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Quickwrite – worm, work, one, were, for, know, knew, come, some, lived, river	Teach alternative spelling of /ur/ sound as 'ear' p144. Read the following words: learn, pearl, earth, earn, early.	Practise spelling polysyllabic words p149: earnest, rehearsal, search-light.	Play Buried treasure p115: worp, trear, here, ceer.	Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Phoneme spotter using the sound/spelling patterns from this week p145.	Best bet p147, following Phoneme spotter.	Play Rhyming word generation p146: Start with fear.	Accurately spell most of the words in the list of 100 high frequency words.  Spelling dictation: Mr and Mrs Grey knew where the worm lived.

## Phase 5 - Week 19

*Objectives and criteria for success:*

Alternative spellings for /ar/ and short /oo/ sounds p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

**Spelling Words: looked, who, after, last, couldn't, wouldn't, shouldn't, pull, pulled, push**

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

Teach spelling the words **looked, who** p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<b>Quickwrite – could, should, would, because</b> Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word <b>looked</b> p148. Review spelling of /ar/ sound as in <b>car, market</b> . Teach alternative spelling of /ar/ sound as 'a' p144. Read the following words: <b>father, path, grass, lather, rather, last</b> . (Some of these words will depend on regional accents – for more examples see p155).	Play Quickwrite words p117: <b>branch, after, father, fast</b> .	Reading sentences p142: I don't want to go last.	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 decodable.
Tue	<b>Quickwrite – was, they, once, one, are, you</b>	Teach spelling high frequency word <b>who</b> p148. Teach alternative spelling of /ar/ sound as 'al' p144. Read the following words: <b>half, almond, calm, palm tree</b> .	Practise spelling <b>lip-balm, calf, qualm, halve</b> .	Writing sentences p149: Keep calm!	Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Review the spelling of /oo/ sound as in 'oo' as in <b>foot, good</b> . Teach alternative spelling of /oo/ sound as 'oul' p144. Read the following words: <b>could, would, should</b> . These came up as high frequency words in week 14.	Teach spelling of <b>couldn't, wouldn't, shouldn't</b> .	Reading sentences p142: I wouldn't do that.	Read and spell phonically decodable two-syllable and three-syllable words.  Read automatically all the words in the list of 100 high frequency words.
Thu	<b>Quickwrite – looked, who, last, after, couldn't, wouldn't, shouldn't</b>	Teach alternative spelling of /oo. Sound as 'u' p144. Read the following words: <b>put, pull, push, full, bull</b> .	Practise spelling polysyllabic words p149: <b>playful, pudding, pulling, bullock</b> .	Writing sentences p149: Push him in the pudding.	Accurately spell most of the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>car, talm, fould, pull</b> ,	Inventing words (Appendix 3). Put these words into sentences for the next activity.	Reading sentences p142: Children read one another's sentences containing their invented words.	Spelling dictation: <b>He couldn't push the calf up the hill.</b>



## Phase 5 - Week 20

*Objectives and criteria for success:*

Alternative spellings for /air/ and /ai/ sounds p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: called, school, didn't, somewhere, everywhere, nowhere, care, square, Saturday, tear

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

Teach spelling the words called, school, didn't p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – every, some, no, where, did, there Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word called p148. Review spelling of /air/ as in hair, stair, pair. Teach alternative spelling of /air/ as 'ere' p144. Read the following words: there, where.	Practise spelling polysyllabic words p149: somewhere, everywhere, 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	Quickwrite – called, somewhere, everywhere, nowhere, because, they	Teach spelling high frequency word school p148. Teach alternative spelling of /air/ as 'ear' p144. Read the following words: pear, bear, swear, tear, wear.	Practise spelling wearing, tear, bear, pear, swearing.	Write sentences 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 decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word didn't p148. Teach alternative spelling of /air/ as 'are' p144. Read the following words: care, dare, fare, square, stare.	Segmentation for spelling - Phoneme frame p116: share, hare, s, care, square glare, mare.	Play Rhyming word generation p146: Start with hair.	Be able to blend and segment in order to read CVC words.
Thu	Quickwrite – school, didn't, couldn't, shouldn't, wouldn't, was, one	Review spelling of /ai/ as in rain, tail, main. Teach alternative spelling of /ai/ as 'a-e' p144. Read the following words: came, shake, base, amaze, escape, snake.	Segmentation for spelling -Phoneme frame p116: make, made, tame, fame, lake, shade.	Reading sentences p142: I came to school in the rain.	Read and spell phonically decodable 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 3 and so far in Phase 5.	Teach alternative spelling of /ai/ as 'ay' p144. Read the following words: day, stay, way, clay, stray.	Practise spelling polysyllabic words p149: staying, playground, Saturday.	Use Phoneme Story Spotter – The School Sale p164. Children look for and highlight different spellings of the 'ai' sound.	Accurately spell most of the words in the list of 100 high frequency words. Spelling dictation: They looked everywhere for the bear.

**Phase 5 - Week 21**

*Objectives and criteria for success:*

Alternative spellings for /or/ sound r or p155.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: asked, can't, know, was, because, always, fork, your, wanted, coming

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

Teach spelling the words asked, know, can't p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – come, ask, want, can, day, they, some, school Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word asked p148. Review spelling of /or/ as in for, fork, stork and haunt, launch.	Quickwrite words p117: fort, storm, author, cord.	Play Buried treasure p115: porm launch, Gork, Paul.	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 decodable.
Tue	Quickwrite – asked, author, for, fork, to, too, are	Teach spelling high frequency word know p148. Teach alternative spelling of /or/ as 'al' p144. Read the following words: talk, walk, wall, fall, stalk, ball.	Practise spelling polysyllabic words p149: beanstalk, calling, always, walkway, talking.	Read sentences p142: She is always talking.	Be able to blend and segment in order to read CVC words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word can't p148. Teach alternative spelling of /or/ as 'our' p144. Read the following words: pour, court, mourn, fourteen, your.	Practise spelling four, tournament, tour, court, pour.	Writing sentences p149: You will be fourteen on your birthday.	Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Quickwrite – can't, your, always, wanted, coming, because, asked	Practise reading high frequency words p141. Teach alternative spelling of /or/ as 'augh' p144. Read the following words: taught, naughty, caught, daughter.	Practise spelling haughty, caught, taught, naughty.	Read sentences p142: You were caught being naughty.	Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Rhyming word generation p146. Start with for.	Best bet p147 'or'.	Ask the children to write a sentence using different spellings for 'or'.	Accurately spell most of the words in the list of 100 high frequency words. Spelling dictation: She wanted to know who was talking.

**Phase 5 - Week 22**

*Objectives and criteria for success:*

Alternative spellings for /ee/ sound p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: everyone, new, our, been, three, feet, sleep, tea, each, these

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

Teach spelling the words everyone, new, our p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – know, knew, every, one, my, by, thought Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word everyone p148. Review spelling of /ee/ sound as in bee, tree, meet, sleep. Teach alternative spelling of /ee/ as 'ea' p144. Read the following words: sea, seat, bead, least, steam.	Practise spelling polysyllabic words p149: each, 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	Quickwrite – because, was, everyone, tree, tea, help, school, they	Teach spelling high frequency word new p148. Teach alternative spelling of /ee/ as 'e-e' p144. Read the following words: 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 decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word our p148. Teach alternative spelling of /ee/ as 'ie' p144. Read the following words: 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 decodable two-syllable and three-syllable words.
Thu	Quickwrite – our, new, everyone, these, tea, each, sleep, feet, three, been	Teach alternative spelling of /ee/ as 'y' p144. Read the following words: 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.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Use Phoneme Story Spotter – A real treat p160. Children look for and highlight different spellings of the /ee/ sound.	Best bet p147 'ee'.	Play Rhyming word generation p146: Start with see.	Accurately spell most of the words in the list of 100 high frequency words.  Spelling dictation – Everyone thought the three sheep were very funny.

## Phase 5 - Week 23

Objectives and criteria for success:

Alternative spellings for the /igh/ sound p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: two, has, why, July, night, time, liked, tie, cry, cried

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

Teach spelling the words two, has p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite – who, what, because, they, there, their Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word two p148. Review the spelling of /igh/ sound as in light, bright and pie, tie. Practise reading: pie, knight, lie, sigh, tie.*	Practise spelling lie, night, sight, tie.	Reading sentences p142: The knight was brave.	Give the sound when shown any grapheme that has been taught.  For any sound given, write the common graphemes.
Tue	Quickwrite – June, one, two, three, yes, no, couldn't, didn't	Teach spelling high frequency word has p148. Teach alternative spelling of /igh/ as 'y' p144. Read the following words: by, my, reply, sky, spy, July.	Practise spelling cry, try, why, deny, fly.	Writing sentences p142: Why are you crying?	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Practise reading high frequency words p141. Teach alternative spelling of /igh/ as 'i-e' p144. Read the following words: like, spite, ride, trike, bite, line.	Practise spelling fine, nine, bike, file, shine, ripe, prize, time.	Reading sentences p142: Can I have a ride on your bike?	Be able to blend and segment in order to read CVC words.
Thu	Quickwrite – shouldn't, can't, my, why, has, liked, time, tie, cry	Use Phoneme Story Spotter – A Right Mess p161. Children look for and highlight different spellings of the /igh/ sound.	Best bet p147 /igh/ sound.	Ask the children to write a sentence using different spellings for the /igh/ sound.	Read and spell phonically decodable 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 3 and so far in Phase 5.	Play Buried treasure p115: gight, jie, right, tide, ky.	Inventing words (Appendix 3).	Play Rhyming word generation p146: Start with the word light.	Accurately spell most of the words in the list of 100 high frequency words. Spelling dictation: They liked to ride their bikes.

\* Words such as 'fried' and 'tried' are not included as the base word is spelled with a 'y'. This will come up in Phase 6.

## Phase 5 - Week 24

Objectives and criteria for success:

Alternative spellings for the /oa/ sound p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: magic, grow, window, home, alone, no, hero, live, told, cold

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

Teach spelling the words magic p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Quickwrite new, everyone, two, one, some, was Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency words magic p148. Review spelling of /oa/ as in coat, float. Teach alternative spelling of /oa/ as 'ow' p144. Read the following words: low, grow, show, window, rowing.	Phoneme frame p116: snow, flow, glow, 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	Quickwrite – because, they, my, why, night, knew, know	Teach alternative spelling of /oa/ as 'oe' p144. Read the following words: toe, Joe, doe, woe.*	Quickwrite words p117: 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 decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach alternative spelling of /oa/ as 'o-e' p144. Read the following words: bone, tone, home, woke, spoke, stone.	Practise spelling note, phone, alone, stoke, poke, tone.	Reading sentences p142: We spoke on the phone.	Be able to blend and segment in order to read CVC words.  Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Quickwrite – here, can, and, into, the, his, play, very, any, many	Teach alternative spelling of /oa/ as 'o' p144. Read the following words: potato, go, so, echo, hero.	Practise spelling no, echo, hero, tomato.	Writing sentences p149: Eat the tomato.	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 3 and so far in Phase 5.	Use Phoneme Story Spotter – The Old Pony p163. Children look for and highlight different spellings of the /oa/ sound.	Best bet p147 /oa/ sounds.	Play Buried treasure p115: stope, cloe, potato, tofe, home.	Spelling dictation: The hero came home because it was cold.

\* Words such as 'tomatoes' and 'goes' are not included as the base word is spelled without an 'e'. This will come up in Phase 6.

**Phase 5 - Week 25**

*Objectives and criteria for success:*

Alternative spellings for the /y)oo/ and /oo/ sounds p144.  
 Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.  
 Practise reading and spelling high frequency words p141 and p148.  
 Practise reading and writing sentences p142 and p149.  
**Spelling Words: find, more, I'll, I'm, use, June, few, blue, bad, box**

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.  
 Teach spelling the words **find, more, I'll** p148.  
 Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<b>Quickwrite: live, lived, like, liked, was, one, two, three</b> Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word <b>find</b> p148. Review the spelling of the /y)oo/ sound as in <b>value, rescue</b> and in <b>use, cute</b> . Play Countdown p138: <b>use, rescue, duke, value</b> .	Play Quickwrite words p117: <b>use, argue, cute, amuse, statue</b> .	Writing sentences p149: I argue with my sister.	Give the sound when shown any grapheme that has been taught.  For any sound given, write the common graphemes.
Tue	<b>Quickwrite: use, find, they, be, me, my, because, they, push, pull</b>	Teach spelling high frequency word <b>more</b> p148. Teach alternative spelling of /y)oo/ sound as 'ew' p144. Read the following words: <b>stew, few, new, nephew, renew</b> .	Practise spelling <b>Matthew, mildew, knew, stew, pew</b> .	Reading sentences p142: Matthew is my nephew.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word <b>I'll, I'm</b> p148. Review the spelling of the /oo/ sound as in <b>spoon, boot</b> and <b>clue, blue, true</b> . Play Countdown p138 <b>flute, plume, June</b> .	Play Quickwrite words p117: <b>blue, true, glue, clue</b> .	Writing sentences p149: She didn't have a clue.	Be able to blend and segment in order to read CVC words.  Read and spell phonically decodable two-syllable and three-syllable words.
Thu	<b>Quickwrite: find, more, few, new, blue, June, I'll, I'm, use</b>	Teach alternative spelling of the /oo/ sound as 'u-e' p144. Read the following words: <b>flute, spruce, plume, rule, rude, brute</b> .	Practise spelling <b>fluke, June, plume, flute</b> .	Reading sentences p142: June plays the flute.	Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Teach alternative spelling of the /oo/ sound as 'ew' p144. Read the following words: <b>blew, few, drew, screw, chew, crew, threw</b> .	Best bet p147 /y)oo/ and /oo/ sounds.	Play Rhyming word generation p146. Start with the word <b>new</b> .	Accurately spell most of the words in the list of 100 high frequency words. <b>Spelling dictation:</b> <b>In June I can go to see the blue sea.</b>

**Phase 5 - Week 26**

*Objectives and criteria for success:*

Alternative spellings for the /sh/ sound p144.

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

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Spelling Words: **shouted, other, another, special, social, sure, sugar, mission, session, great**

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

Teach spelling the words **shouted, other** p148.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<b>Quickwrite; out, shout, one, two, three, was, they</b> Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word <b>shouted</b> p148. Review the spelling of the /sh/ sound as in <b>wish, shot, she</b> . Teach alternative spelling of the /sh/ sound as 'ci' p144. Read the following words together: <b>special, social, official, facial</b> .	Practise spelling <b>official, facial, artificial</b> .	Reading sentences p142: My dog is special.	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 decodable.
Tue	<b>Quickwrite: shouted, she, wish, special, social, because, once</b>	Teach alternative spelling of the /sh/ sound as 'ti' p144. Read the following words together: <b>station, patience, mention, position</b> .	Practise spelling <b>mention, position, station, patience</b> .	Writing sentences p149: The train is in the station.	Be able to blend and segment in order to read CVC words.  Read and spell phonically decodable two-syllable and three-syllable words.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Teach spelling high frequency word <b>other</b> p148. Teach alternative spelling of the /sh/ sound as 's' p144. Read the following words together: <b>sure, sugar</b> .	Practise spelling <b>sure, sugar</b> .	Reading sentences p142: Do you want sugar in your tea?	Read automatically all the words in the list of 100 high frequency words.
Thu	<b>Quickwrite: for, new, old, on, off, yes, no, other, another</b>	Teach alternative spelling of the /sh/ sound as 'ss' p144. Read the following words together: <b>passion, session, mission</b> .	Practise spelling <b>passion, session, mission</b> .	Writing sentences p149: The space mission went to the moon.	Accurately spell most of the words in the list of 100 high frequency words. <b>Spelling dictation:</b> <b>The other girl was on a special mission.</b>
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Practise reading and spelling two-and three-syllable words p149: <b>position, special, mention, session, sugary, artificial</b> .	Reading sentence: Which position does he play in the team?	Writing sentences p149: She is special.	

## **ASSESSMENT**

At the end of Phase 5 assess the children in small groups using guidance on p198.

Children should be able to:

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 decodable;

Read and spell phonically decodable 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.

## **APPENDICES**

Phase 5 Appendix 1 – Writing Labels

Show the children a set of pictures and ask them to write the words to go with them.

Phase 5 Appendix 2 – Writing captions

Show children a picture and ask them to write a caption for it. The planning gives a suggested sentence but the children can make up their own.

Phase 5 Appendix 3 – Inventing words

Children use the alternative pronunciations/spellings they have learned to invent new words. These can be used for a game of Buried treasure.

Phase 5 Appendix 4 – Mnemonics

An example of a good mnemonic is “Betty eats carrots and uncle sucks eggs” which helps children spell ‘because’. It is important to spend time showing children how a mnemonic works, write it out, underline the first letter in each word then transcribe those letters into a word. More ideas on mnemonics and spelling patterns can be found on the Mnemonics CD enclosed.



## Phase 6

**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 included this in my planning as this is covered in the Literacy Framework. I have also tried to link in the Year 2 handwriting objectives.

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

The appendices (which refer to appendices in this document, not those found in **Letters and Sounds**) include explanations of the grammar in this Phase, examples of words with each suffix (Appendices 1 and 2) and ideas on what to do. These can be photocopied as they stand, or you can adapt and customise the versions included on the CD to suit the needs of your children and to fit in with your teaching style and requirements.

## 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** p179, introducing the children to the memory strategies used on that page.

**Spelling Words: animals, garden, another, everyone, keep, last, even, before, baby, plant**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<b>Quickwrite – because, was, they</b> Introduce children to the Memory Strategies on p179–80 (make a poster for the classroom).	Teach reading and spelling the common words <b>keep, last, even, before</b> 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, <b>yesterday, last week, last month, when I was a baby</b> 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 this week's common words <b>animals, garden, another, everyone, keep, last, even, before, baby, plant</b>	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: <b>I look at the TV. I looked at the TV. I like the pizza. I liked the pizza.</b>	Give children the root verbs and ask them to give the past tense of the verb orally.	Write three sentences on the board in the present tense and ask the children to say them in the past.	Spelling dictation: <b>Last week I saw some animals in my garden.</b>
Wed	Practise spelling this week's common words <b>animals, garden, another, everyone, keep, last, even, before, baby, plant</b>	Look at the spelling and different pronunciations of 'ed' endings p171, for example, <b>stopped, listened, landed</b> . These are all verbs which indicate the past tense. Why is <b>soft</b> spelled this way but <b>lifted</b> 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: <b>soft, lift, lived, cried, liked, pulled, loft.</b>	Do Learning words Routine A activity p181, using the words <b>last, fast, past, mast.</b>	
Thu	Practise spelling this week's common words <b>animals, garden, another, everyone, keep, last, even, before, baby, plant</b>	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 this week's common words <b>animals, garden, another, everyone, keep, last, even, before, baby, plant</b>	Discuss strategies for learning to read and spell polysyllabic words p175: <b>animals, garden, another, everyone.</b>	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** p179 and polysyllabic words **dragon, morning, grandad, narrator** p176.

**Spelling Words: jumped, cried, stopped, wanted, lived, liked, pulled, narrator, began, before**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<p><b>Quickwrite – because, they, jump, like, live, want, stop pull, cry</b></p> <p>Review what the children know about the 'ed' suffix.</p>	<p>Teach reading and spelling the common words <b>jumped, cried, stopped, wanted, lived, liked, pulled</b> p179. Ask the children if they need to use any of the Memory strategies to help them.</p> <p>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.</p>	<p>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.</p>	<p>Play Countdown p138 with a variety of three and four phoneme words with a mix of short and long vowel sounds. Read them and then sort into long and short vowel sounds.</p>	<p>Children can read a text fluently.</p> <p>Children are able to spell words accurately when using the phonemes and spelling rules taught so far.</p> <p><b>Spelling dictation:</b> <b>Before this morning the dragon lived with me.</b></p>
Tue	<p>Practise reading and spelling this week's common words – <b>jumped, cried, stopped, wanted, lived, liked, pulled</b></p>	<p>Investigate what happens to the spelling of the base word when adding 'ed'. See p189–90 for the rules.</p>	<p>Do Word sort activity p172, using words with the 'ed' suffix.</p>	<p>Do Add race activity p173, using words with the 'ed' suffix.</p>	
Wed	<p><b>Quickwrite – because, they, began, before, narrator</b></p>	<p>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.</p>	<p>Do Word sort activity p172, but sort the words into different pronunciations of the 'ed' suffix: <b>wanted, liked, looked, roasted, pulled, smiled.</b></p>	<p>Play Words in words p175, using words from examples on p191 using 'ed' suffix.</p>	
Thu	<p>Practise reading and spelling this week's common words – <b>jumped, cried, stopped, wanted, lived, liked, pulled</b></p>	<p>Use a text with lots of past tense and model converting it to the present tense.</p>	<p>Give the children a text with lots of past tense and ask them to convert it to the present tense. See Appendix 5.</p>	<p>Do Learning words Routine B activity p182, using the words <b>jumped, cried, stopped.</b></p>	
Fri	<p><b>Adding 'ed' to words ending in y – cry = cried, fry = fried, rely = relied.</b></p>	<p>Discuss strategies for tackling polysyllabic words p175: <b>dragon, morning, grandad, narrator.</b> Syllables games p176.</p>	<p>Play Clap and count p176, using today's polysyllabic words.</p>	<p>Use today's polysyllabic words to write sentences.</p>	

**Phase 6 - Week 3**

Objectives and criteria for success:

Teach the past tense p170 (irregular verbs).

Learn and practise spelling of common words **must, have, had, am, was, see, saw, say, said** p179, and polysyllabic words **classroom, together, grandmother** p176.

Spelling Words: **must, see, saw, say, said, have, had, am, was, together**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children know about the 'ed' suffix. <b>Quickwrite – lived, liked, cied, stopped</b>	Teach reading and spelling the common words <b>must, have, am, was, red, bed, air</b> 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: <b>see/saw, say/said, have/had, am/was</b> , 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.          <b>Spelling dictation: They must have liked their new classroom.</b>
Tue	Practise reading this week's common words - <b>must, have, had, am, was, see, saw, say, said</b>	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 <b>caught</b> .	Ask children to find ways of remembering words such as <b>thought</b> ; 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 spelling this week's common words - <b>must, have, had, am, was, see, saw, say, said</b>	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 <b>caught, thought</b> and some of the common words.	Practise reading the text from yesterday working on fluency.	
Thu	<b>Quickwrite - must, see, saw, say, said, have, had, am, was, together</b>	Discuss strategies for tackling polysyllabic words p175: <b>classroom, together, grandmother</b> .	Play Clap and count p176, using today's polysyllabic words.	Use today's polysyllabic words to write sentences.	
Fri	<b>Quickwrite – because, they, one, once, my, and, you, little</b>	<b>Read sentences and decide which word is missing –</b> She ___ in the box last night. (am/was) Yesterday I ___ two balls. (had/have) I can ___ which number comes first. (say/said)	Do Learning words - Routine A activity p181 using the words <b>classroom, together, grandmother</b> .	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** p179, and polysyllabic words **fishfinger, springboard, clingfilm** p176.

**Spelling Words: thing, something, looking, coming, friend, place, gone, eggs, ever, still**

	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 <b>something, looking, coming, thing</b> 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, <b>I meet my friend/I am meeting my friend. I eat my dinner/I am eating my dinner.</b>	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.  <b>Spelling dictation: Something is coming to eat my eggs.</b>
Tue	Practise reading this week's common words - <b>thing, something, looking, coming, friend, place, gone, eggs, ever, still</b>	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 spelling this week's common words - <b>thing, something, looking, coming, friend, place, gone, eggs, ever, still</b>	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, <b>sing, ring, sting</b> , 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	<b>Quickwrite – one, because, was, they, little, people</b>	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	<b>Quickwrite – narrator, children, dragon</b>	Discuss strategies for tackling polysyllabic words p176: <b>fishfinger, springboard, clingfilm.</b>	Play Clap and count p176 using today's polysyllabic words.	Use today's polysyllabic words to write sentences.	

## Phase 6 - Week 5

Objectives and criteria for success:

Learn and practise spelling of common words **gran, key, fun, inside, hat, snow, live** p179.

Teach spelling guideline 5 p188.

Teach how to add the 'ing' suffix p171.

Spelling Words: **inside, giant, birds, even, let, hail, live, living, give, giving**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about the 'ing' suffix.	Teach reading and spelling the common words <b>gran, key, fun, inside, hat, snow, live</b> 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, <b>cry, fly</b> ).	Children can read a text fluently. Children are able to spell words accurately when using the phonemes and spelling rules taught so far.  <b>Spelling dictation: The giant birds were living inside the cave.</b>
Tue	Practise reading this week's common words – <b>giant, birds, even, let, hail, living, give, giving</b>	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 spelling this week's common words - <b>giant, birds, even, let, hail, living, give, giving, inside, live</b>	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	<b>Quickwrite – was, began, because, people, gran, key, fun, hat, snow</b>	Practise horizontal joins to letters without ascenders, for example, <b>ou, vi, wi, ing</b> 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	<b>Quickwrite – could, should, would, where, when, who, how</b>	Go through spelling guideline 5 on p188. Rules about 'v' at the end of words: <b>give, live, have, love, above, alive, save, stove. Rev</b> , 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** p179.

Teach how to add the 'er' suffix p171.

**Spelling Words: never, next, first, lots, need, fish, teach, teacher, read, reader**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about words that end in the 'v' phoneme. <b>Quickwrite – save, gave, live, give,</b>	Teach reading and spelling the common words <b>never, next, first, lots, need, fish</b> 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. <b>read/reader, run/runner, teach/teacher</b> . What other examples can they think of?	Give children the 'er' suffix words which describe jobs such as <b>teacher, driver, presenter, plumber</b> 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.  <b>Spelling Dictation: Next day the teacher read to the children.</b>
Tue	Practise spelling this week's common words – <b>never, next, first, lots, needs, fish</b>	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 spelling this week's common words – <b>teach, teacher, read, reader</b>	Give children verbs such as, <b>read, listen, walk, call</b> 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	<b>Quickwrite – friend, before, began, little, people</b>	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	<b>Quickwrite – there, their, was, were, must</b>	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 of common words **better, under, river** p179.

Teach how to add the 'er' suffix p171.

**Spelling Words: better, under, river, clothes, big, bigger, long, longer, short, shorter**

	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 <b>better, under, river</b> p179. Ask the children if they need to use any of the Memory strategies to help them. Teach comparative adjectives, for example, <b>big/bigger, fat/fatter, long/longer</b> .	Give children adjectives to see if they can use them to compare: <b>tall, short, old, young</b> .	Write sentences comparing, for example: <b>Chloe is taller than Matthew. I am older than my sister</b> .	Children can read a text fluently.  Children are able to spell words accurately when using the phonemes and spelling rules taught so far.     <b>Spelling dictation; The big fish was in the river.</b>
Tue	Practise spelling this week's common words – <b>better, under, river, clothes, big, bigger</b>	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 spelling this week's common words – <b>long, longer, short, shorter</b>	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	<b>Quickwrite – people, little, because, asked, house, about</b>	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.	
Fri	<b>Quickwrite – his, she, but, for, they, you, old</b>	<b>Spelling test.</b> 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.	





## Phase 6 - Week 9

Objectives and criteria for success:

Learn and practise spelling of common words **best, bad, tea, top, fell, box, sleep** p179.

Teach how to add the 'est' suffix p171.

Spelling Words: **biggest, tall, taller, tallest, small, smaller, smallest, hungry, hungriest**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Practise spelling words with the suffixes learned so far – <b>bigger, longer, teacher, shorter, reader, sooner</b>	Teach reading and spelling the common words <b>best, bad, tea, top, fell, box, sleep</b> p179. Ask the children if they need to use any of the Memory strategies to help them. Teach superlative adjectives, for example, <b>biggest, tallest, smallest, coldest</b> .	Show children pictures of landscapes and ask them to think of superlatives. For example, the North Pole is the <b>coldest</b> 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.          <b>Spelling dictation: The hungriest fox was looking for the biggest animal.</b>
Tue	Practise spelling this week's common words - <b>best, bad, tea, top, fell, box, sleep</b>	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 spelling this week's spelling words – <b>biggest, taller, tallest, smaller, smallest, hungry, hungriest</b>	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: <b>grumpy, sad, happy, lonely, hungry</b> . Get the children to look at each other and choose who has acted the <b>grumpiest</b> , the <b>saddest</b> etc.	Ask children to write sentences describing people in their family using superlatives.	
Thu	<b>Quickwrite – once, because, they, friend, play, my, his</b>	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 spelling this week's common words - <b>best, bad, tea, top, fell, box, sleep</b>	Change source words using <b>er, est</b> . – <b>short, tall, big, long</b>	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).

**Spelling Words: that's, there's, he's, he'd, let's, I've, we're, they've, I'll, she'll**

	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 <b>I am</b> which becomes <b>I'm</b> . Explain that the apostrophe marks the place where letters are left out. Teach reading and spelling the common words <b>that's, I've, let's, there's, he's, we're, couldn't, they've</b> 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.  <b>Spelling dictation:</b> <b>We're all going to the shops for some shoes.</b>
Tue	<b>Practise writing the contracted words – I'll, she'll, they've, we're, he's</b>	Ask children to <b>read</b> the following sentences: <b>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.</b> 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	<b>Quickwrite – couldn't, shouldn't, wouldn't, didn't. let's,</b>	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 <b>I am</b> to <b>I'm</b> . See Appendix 9.	In pairs ask the children to proofread their writing, checking for correct contractions.	
Thu	<b>Quickwrite – said, was, you, they, his, with, are, some</b>	Teach other examples of contracted words: <b>I'll, she'll, he'd, they've.</b>	Use these words to write sentences.	Practise reading their sentences fluently.	
Fri	<b>Spelling test.</b>	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. <b>Spelling dictation</b>	

**Phase 6 - Week 11**

*Objectives and criteria for success:*

Learn and practise spelling of common words **clothes, birds, plants, trees, eggs, looks** p179.

Teach how to add the **'s/es'** suffix as plurals p171.

**Spelling Words: clothes, birds, plants, trees, eggs, books, shoes, child, children, babies**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about contractions.	Teach reading and spelling the common words <b>clothes, birds, plants, trees, eggs, looks</b> p179. Ask the children if they need to use any of the Memory strategies to help them. Teach the meaning of plurals: <b>one cup/ two cups, one hat/ two hats.</b>	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.  Spelling dictation: The children saw two trees and five birds.
Tue	Practise reading and spelling this week's common words - <b>clothes, birds, plants, trees, eggs, looks, child, children</b>	Teach the children that changing from singular to plural doesn't always mean adding an 's'. Investigate the spellings when changing singular to plural: <b>one shoe/two shoes, one baby/two babies.</b> What are the rules?	Practise changing the following words from singular to plural: using the rules: <b>fly, cake, book, puppy.</b>	Write a shopping list using plurals.	
Wed	<b>Quickwrite – people, very, any, many, was, little, asked</b>	Teach what happens to words ending in <b>ch/sh/tch.</b>	Practise changing the following from singular to plural: <b>bush, church, match, toothbrush.</b>	Use this week's common words to find the singular of the nouns.	
Thu	Practise spelling this week's common words - <b>books, shoes, child, children, babies</b>	Teach the children that there are exceptions to the rule. Some nouns, known as uncountable nouns, don't change at all, for example, <b>one sheep/two sheep, one fish/ two fish, one piece of fruit/two pieces of fruit.</b>	Do Word sort activity p172 for words with <b>'es/s'</b> suffix.	Do Add race activity p173, for words with <b>'es/s'</b> suffix.	
Fri	<b>Spelling test</b>	Teach children that some words change altogether when they are plurals, for example, <b>one child/two children, one person/ two people.</b>	Do Word sort activity p172 for words with <b>'es/s'</b> suffix.	Do Add race activity p173, for words with <b>'es/s'</b> suffix. <b>Spelling dictation</b>	

## Phase 6 - Week 12

Objectives and criteria for success:

Learn and practise spelling of common words **told, hot, book, cold, park, dark** p179.

Teach how to add the 's/es' suffix verb endings p171.

Teach spelling guideline 2 p187.

Spelling Words: **was, told, cold, park, dark, hot, book, quad, squash, quality**

	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, <b>I eat/he eats. I push/she pushes</b> . Practise changing from <b>I</b> to <b>he/she/it</b> 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 <b>I</b> to <b>she/he</b> <b>I hurry, I feel, I brush, I cry.</b>	<p>Children can read a text fluently.</p> <p>Children are able to spell words accurately when using the phonemes and spelling rules taught so far.</p> <p><b>Spelling dictation:</b> <b>It was cold and dark in the park last night.</b></p>
Tue	Teach reading and spelling the common words <b>told, hot, book, cold, park, dark</b> 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, <b>he/she sits or dances</b> , 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 this week's common words. – <b>quad, squash, quality</b> ('qu' or 'squ' followed by the 'o' phoneme)	Practise handwriting: horizontal joins to letters with ascenders, for example, <b>ol, wh, ot</b> , including this week's common words – <b>told, cold, hot, what, when</b>	Do Word sort activity p172, for words with 'es/s' suffix.	Do Add race activity p173, for words with 'es/s' suffix.	
Thu	Practise spelling this week's <b>spelling</b> words – <b>was, told, cold, quad, squash, quality</b>	Teach the spelling rules with words starting with 'w' followed by the 'o' phoneme: <b>was, wallet, watch, wander</b> . See guideline 2 on p187.	Dictate the following words to the children and ask them to write them using what the spelling rule: <b>want, wash, what</b> .	Children write sentences using these words.	
Fri	<b>Spelling test</b>	Teach the spelling rules with words starting with 'qu' or 'squ' followed by the 'o' phoneme: <b>quad, squash, quantity</b> . See guideline 2 on p187.	Dictate the following words to the children and ask them to write them using the appropriate spelling rule: <b>quarrel, quality, squad</b> .	Children write sentences using these words. <b>Spelling dictation</b>	



## Phase 6 - Week 14

Objectives and criteria for success:

Learn and practise spelling of common words **gone, please, ever, miss, suddenly** p179.

Teach how to add the 'ly' suffix as p171.

Spelling Words: **gone, please, ever, miss, suddenly, slowly, happily, heavily, quickly**

	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 <b>gone, please, ever, miss, suddenly</b> p179. 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, <b>suddenly, safely, loudly, quietly</b> .	Read the children the following sentence: <b>Quietly, the man walked into the room.</b> 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.          <b>Spelling dictation: Suddenly he ran quickly down the road.</b>
Tue	Practise spelling this week's common words - <b>gone, please, ever, miss, suddenly,</b>	Investigate how the base word changes when the 'ly' suffix is added. <b>happy/happily, heavy/heavily, skiw/slowly, quick/quickly</b>	Do Word sort activity p172, for words with 'ly' suffix.	Do Add race activity p173, for words with 'ly' suffix.	
Wed	<b>Quickwrite – by, too, because, one, once, out, was, his</b>	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, <b>slowly, quickly, happily, heavily, badly</b> .	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 spelling this week's spelling words - <b>gone, please, ever, miss, suddenly, slowly, happily, heavily, quickly</b>	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	<b>Spelling test</b>	Model reading a text where the spell checker has been used incorrectly so the sentences don't make sense, for example, <b>I where a pear of glasses. I red a book last knight</b> . 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. <b>Spelling dictation</b>	

## Phase 6 - Week 15

Objectives and criteria for success:

Learn and practise spelling of common words **cat, after, much, most, boat**, p179.

Teach how to add the 'ly' suffix p171.

Spelling Words: **after, much, most, boat, friend, friendly, month, monthly, year, annually**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about the 'ly' suffix.	Teach reading and spelling the common words <b>after, much, most, boat, friend, month, year</b> p179. 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, <b>week/weekly, month/monthly</b> , etc. Do the same spelling rules apply? (Yes)	Ask the children to think of other time adverbials. List on the board: <b>hourly, annually, daily</b> .	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.  <b>Spelling dictation: After too much cake most people feel sick.</b>
Tue	Practise spelling this week's spelling words - <b>after, much, most, boat, friend, friendly, month, monthly, year, annually</b>	Teach 'ly' which changes nouns into adjectives such as <b>friend/friendly, mother/motherly</b> .	Ask the children to think of other nouns which can be changed into adjectives by adding the 'ly' suffix. List on the board: <b>homely, brotherly</b> .	Use these adjectives to write sentences.	
Wed	<b>Quickwrite – little, people, day, my, because</b>	Do a dictation using words with the 'ly' suffix and proofread – <b>The friendly people next door use the boat monthly</b> .	Do Word sort activity p172 for words with 'ly' suffix.	Do Add race activity p173, for words with 'ly' suffix.	
Thu	<b>Quickwrite – after, much, too, once, before, across</b>	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	<b>Spelling test.</b>	Practise handwriting: diagonal joins to letters with ascenders, for example, <b>ab, ul, it</b> .	Do Learning words Routine - A activity p181 using this week's common words.	Play Countdown p86 using this week's common words. <b>Spelling dictation</b>	



## Phase 6 - Week 16

Objectives and criteria for success:

Learn and practise spelling of common words **every, stop, right, sea, began, feet** p179.

Teach how to use a dictionary p186.

Spelling Words: **every, stop, right, sea, began, feet, rough, roughly, sunny, fully**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what they learned about the 'ly' suffix.	Teach reading and spelling the common words <b>every, stop, right, sea, began, feet, rough, sunny, fully</b> p179. 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 <b>sea</b> and <b>stop</b> as they both start with the same letter.	Children work in pairs to put the following words in alphabetical order: <b>slowly, quietly, sadly, roughly.</b>	Ask children to put the following common words in alphabetical order: <b>began, boy, baby, better, birds, before, boat, book, best, better, box.</b> 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.     <b>Spelling dictation: Every day she would stop right next to the sunny bench.</b>
Tue	Practise spelling this week's common words - <b>every, stop, right, sea, began, feet</b>	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 spelling this week's spelling words – <b>rough, roughly, sunny, fully</b>	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	<b>Quickwrite</b> – <b>before, after, once, suddenly, was, when, where</b>	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	<b>Spelling test</b>	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. <b>Spelling dictation</b>	

## Phase 6 - Week 17

Objectives and criteria for success:

Learn and practise spelling of common words **around, great, duck, horse, rabbit, small** p179.

Teach how to add the **y** suffix p171.

Teach spelling guideline 4 p187.

Spelling Words: **around, great, duck, horse, rabbit, small, hairy, cheeky, bony, nosy**

	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 <b>around, great, duck, horse, rabbit, small</b> p179. Ask the children if they need to use any of the Memory strategies to help them. Teach <b>y</b> suffix to turn a noun into an adjective such as <b>bony, hairy, nosy, mouthy, leggy, cheeky</b> . (Usually means too much or more of something.)	Ask the children to think of other words with the <b>y</b> suffix: <b>sunny, funny, smelly</b> .	Ask children to write sentences describing something using the <b>y</b> 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.          <b>Spelling dictation: The cheeky rabbit was very nosy.</b>
Tue	<b>Quickwrite – little, people, because, his, one, was, they</b>	Investigate spellings with adding <b>y</b> p190. What are the spelling rules?	Do Word sort activity p172 for words with <b>y</b> suffix.	Do Add race activity p173, for words with <b>ly</b> suffix.	
Wed	Practise spelling this week's common words - <b>around, great, duck, horse, rabbit, small</b>	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	<b>Quickwrite - hairy, cheeky, bony, nosy</b>	Practise handwriting using this week's common words.	Do Word sort activity p172 for words with <b>y</b> suffix.	Do Add race activity p173, for words with <b>ly</b> suffix.	
Fri	<b>Spelling test</b>	Teach spelling guideline 4 p187. The <b>'or'</b> sound before the letter <b>'l'</b> is usually spelled with an <b>'a'</b> : <b>all, call, ball, also, always</b> .	Do Word sort activity p172 for words with <b>'or'</b> sound.	Write sentences using the words from spelling guideline 4. <b>Spelling dictation</b>	



## Phase 6 - Week 19

*Objectives and criteria for success:*

Learn and practise spelling of common words **really, baby, floppy, door, boy** p179, and polysyllabic words **homelessness, hopelessness, forgetfulness** p176.

Teach how to add the 'ness' suffix p171.

**Spelling Words: really, baby, floppy, door, boy, darkness, happiness, careless, fearless, homelessness**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review the strategies on the poster from last week.	Teach reading and spelling the common words <b>really, baby, floppy, door, boy</b> p179. 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: <b>happiness, silliness, sadness</b> .	Ask the children to think of other words with the 'ness' suffix: <b>darkness, loneliness, sickness, fondness, tiredness</b> .	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.     <b>Spelling dictation: The floppy baby boy was really a toy.</b>
Tue	Practise spelling this week's common words - <b>really, baby, floppy, door, boy,</b>	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 spelling this week's spelling words - <b>darkness, happiness, careless, fearless, homelessness</b>	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: <b>happiness, fruitness, coldness, headness</b> . 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	<b>Quickwrite - was, once, because, they</b>	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	<b>Spelling test.</b>	Discuss strategies for tackling polysyllabic words: <b>homelessness, hopelessness, forgetfulness</b> p175.	Write sentences using this week's common words.	Do Learning words Routine B activity p182, using this week's common words. <b>Spelling dictation</b>	

## Phase 6 - Week 20

*Objectives and criteria for success:*

Learn and practise spelling of common words **food, fox, way, room, these** p179, and polysyllabic words **enormous, terrific, horrific, fantastic** p176.

Teach spelling guideline 7 p188.

**Spelling Words: about, they, there, their, they're, enormous, terrific, horrific, fantastic**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about the 'ness' suffix.	Teach reading and spelling the common words <b>food, fox, way, room, these</b> p179. Ask the children if they need to use any of the Memory strategies to help them. Teach spelling guideline 7 p188, about <b>there</b> . Link to words <b>here, where</b> . All these words are concerned with place.	Dictate sentences to the children containing <b>there</b> .	Children write sentences using <b>there</b> .	Children can read a text fluently.  Children are able to spell words accurately when using the phonemes and spelling rules taught so far.          <b>Spelling dictation: The fantastic fox found some terrific food.</b>
Tue	Practise reading and spelling this week's common words - <b>food, fox, way, room, these</b>	Teach spelling guideline 7 p188, about <b>their</b> . Link to words <b>they, them</b> . 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 <b>there/their</b> fits in the sentence. Discuss why.	Ask the children to read sentences and choose the correct spelling of <b>there/their</b> .	
Wed	<b>Quickwrite – only, once, any, many, one, two, three, four, five</b>	Teach spelling of <b>they're</b> which has the same pronunciation of <b>there/their</b> . 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 <b>there/their/they're</b> fits in the sentence. Discuss why.	Ask the children to read sentences and choose the correct spelling of <b>there/their/they're</b> .	
Thu	Practise spelling this week's <b>spelling words – they're, there, their, about, they, enormous, terrific, horrific, fantastic</b>	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	<b>Spelling test</b>	Discuss strategies for tackling polysyllabic words <b>enormous, terrific, horrific, fantastic</b> p175.	Play Clap and count p176, using today's polysyllabic words.	Write sentences using today's polysyllabic words. <b>Spelling dictation</b>	

**Phase 6 - Week 21**

*Objectives and criteria for success:*

Learn and practise spelling of common words **car, three, head, king, town** p179.

Teach how to add the 'ment' suffix p171.

**Spelling Words: these, three, enjoy, enjoyment, pay, payment, employ, employment, amuse, amusement**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what children learned about the different spellings of <b>there/their/they're</b> .	Teach reading and spelling the common words <b>car, three, head, king, town</b> p179. 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 a dictionary to look up the following words: <b>development, entertainment, enjoyment, amusement, employment, payment, advertisement</b> .	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.     <b>Spelling dictation: The payment for three kings was very large.</b>
Tue	Practise spelling this week's common words - <b>car, three, head, king</b> ,	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 spelling this week's spelling words – <b>these, enjoy, enjoyment, pay, payment</b>	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 spelling this week's spelling words – <b>employ, employment, amuse, amusement, three</b>	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	<b>Spelling test</b>	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. <b>Spelling dictation</b>	

**Phase 6 - Week 22**

*Objectives and criteria for success:*

Learn and practise spelling of common words **each, its, green, girl, which** p179.

Teach how to add the 'ful' suffix p171.

**Spelling Words:** *girl, its, each, wonderful, mouthful, careful, powerful, restful, beauty, beautiful*

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	<b>Quickwrite – happy, happily, happiness, big, bigger, biggest, sad, sadness, sudden, suddenly</b>	Teach reading and spelling the common words <b>each, its, green, girl, which</b> 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: <b>restful, hopeful, playful</b> .	Think of other words they know with 'ful' suffix, for example, <b>wonderful, mouthful, careful</b> .	Look up three words with the 'ful' suffix in the dictionary and write the definitions in their books: <b>wonderful, painful, powerful</b> .	Children can read a text fluently.  Children are able to spell words accurately when using the phonemes and spelling rules taught so far.     <b>Spelling dictation: The beautiful girl was careful to get lots of sleep.</b>
Tue	Practise spelling this week's common words - <b>each, its, green, girl, which</b>	Teach children the pattern, <b>someone who is full of power is...., someone who is full of pain is....</b>	Give children sentences to complete: <b>someone who is full of peace is...., someone who is full of beauty is....</b>	Give children the following words: <b>careful, hopeful, painful</b> , and ask them to write their own definitions.	
Wed	Practise spelling this week's <b>spelling</b> words – <b>wonderful, mouthful, careful, powerful, restful, beauty, beautiful</b>	Investigate spelling patterns when adding 'ful' to a base word. What happens to the word 'full'? What are the rules?	Do Word sort activity p172 for words with 'ful' suffix.	Do Add race activity p173, for words with 'ful' suffix.	
Thu	<b>Quickwrite – because, was, only, any, many, they, but</b>	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	<b>Spelling test</b>	Model using a spell checker on words with the suffixes spelled incorrectly. Focus on suffixes used recently: <b>ful, ment</b> and <b>ness</b> .	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.  <b>Spelling dictation</b>	

**Phase 6 - Week 23**

*Objectives and criteria for success:*

Learn and practise spelling of common words **wind, wish, fly, only, place** p179.

Teach children how to add the 'less' suffix.

**Spelling Words: only, place, fly, hopeless, painless, powerless, careless, friendless, restless, penniless**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about the 'ful' suffix.	Teach reading and spelling the common words <b>wind, wish, fly, only, place</b> 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: <b>careless, painless, hopeless.</b>	Compare to 'ful'. Can you use the same base words? For example <b>powerful</b> and <b>powerless</b> , but there is no <b>beautiless</b> .	Look up three words with the 'less' suffix in the dictionary and write the definitions in their books: <b>useless, homeless, restless.</b>	<p>Children can read a text fluently.</p> <p>Children are able to spell words accurately when using the phonemes and spelling rules taught so far.</p> <p><b>Spelling dictation:</b> The only place to fly is above the sea.</p>
Tue	Practise spelling this week's common words - <b>only, place, fly, hopeless, painless</b>	Teach children the pattern: <b>Someone who has no hope is..., Someone who is the opposite of careful is...,</b>	Give children sentences to complete: <b>Something that isn't painful is...,</b> <b>Something that has no use is...</b>	Give children the following words: <b>restless, powerless, penniless</b> , and ask them to write their own definitions.	
Wed	Practise spelling this week's common words - <b>powerless, careless, friendless, restless, penniless</b>	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	<b>Quickwrite – through, also, around, before, because, any</b>	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	<b>Spelling test</b>	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.  <b>Spelling dictation</b>	



**Phase 6 - Week 24**

*Objectives and criteria for success:*

Learn and practise spelling of common words **mother, queen, fast, dog** p179.

Teach children how to add the 'en' suffix.

**Spelling Words: mother, father, queen, fast, flatten, soften, lighten, loosen, darken, fasten**

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Review what the children learned about the 'less' suffix.	Teach reading and spelling the common words <b>mother, father, queen, fast, dog</b> 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, <b>flat/flatten, soften, loosen, tighten, fatten</b> . 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: <b>flatten, tighten, soften</b> .	Children can read a text fluently.  Children are able to spell words accurately when using the phonemes and spelling rules taught so far.          <b>Spelling dictation: The mother and father took their children to see the queen.</b>
Tue	Practise spelling this week's common words - <b>mother, father, queen, fast, dog</b>	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 spelling this week's spelling words - <b>mother, father, queen, fast, flatten, soften, lighten, loosen, darken, fasten</b>	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	<b>Quickwrite – Monday, Tuesday, Wednesday, Thursday, Friday</b>	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	<b>Spelling test</b>	Add the 'en' suffix to the following base words: <b>tough, straight, moist</b> .	Look up the meaning of the words and put them into sentences.	Read each other's sentences. <b>Spelling dictation</b>	

**Final week test children on the common words – was, once, because, they, saw, girl, him, friend, after, many**

## Phase 6 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 adapt them from the versions on the CD to suit your own teaching style and needs and print off your personalised version.

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'
Appendix 14A	Writing sentences

## Appendix 1 – Explanation of the suffixes taught in Phase 6

	<b>Suffix</b>	<b>Base word</b>	<b>Base word and suffix</b>
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!'

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

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

## Appendix 4 – Sorting long and short vowel sounds

Put the following words in the correct box

rain shine go pat shout tell boast tiplight reach

fly show cost findbite 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!

.

.

.

I cycled home on my friend's bike.

.

.

.



## Appendix 6 – Convert present simple to present continuous

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

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

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

### 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!

Words spelled with 'ing'.

Words with the 'ing' suffix added.

## Appendix 8 – Running dictation

In a running dictation you divide children into small groups. You display 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. My family and I 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.

## Appendix 10 – Reading, checking and marking work

I have a Barbie doll. She is very pretty but my friend's doll is prettyer. I told my Mum I wantid a new one and she sayed it was too much money and I haved to wait until my birthday.

.

.

.

My auntie lives in the tallist tower block in her city. She is always makeing cakes. I like siting on her balcony, eattng her cakes and listening to her stories.

.

.

.

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

.

.

.

### 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 fined 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, for.

## Appendix 12 – Correct spelling mistakes in suffixes

I am hopefull that it will be sunny tomorrow.

.

There is some entertainmunt at the theatre.

.

The darknes scares her.

.

He spoke with a mouthfule of food.

.

The paymennt was late.

.

Homelessnes is a big problem in London.

.

### 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.



### 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



