



# REDROSE

Letters and Sounds



comms:7757

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Within the separate phase downloads, the games are hyperlinked to the explanation of how to play for the Review, Practise and Apply sections.

The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a new systematic, synthetic phonics planning programme using the Letters and Sounds approach titled *Red Rose Letters and Sounds*. This planning programme has been developed, continuously evaluated and refined over several years, using the expertise of effective classroom practitioners and phonics experts at LPDS.

The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year One.

### **What is the intent behind Red Rose Letters and Sounds?**

The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

### **What is included to implement Red Rose Letters and Sounds?**

The programme includes:

- overviews for each phase with termly expectations
- comprehensive daily planning following revisit /review, teach, practise, apply
- carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- application opportunities planned throughout to ensure blending and segmenting of words and sentences
- word banks that directly match the teaching of focus graphemes
- additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- regular consolidation and assessment points to support the identification of children on track, and those falling behind

### **How has Red Rose Letters and Sounds developed from the 2007 Letters and Sounds Handbook?**

The consultants at LPDS have created a tightly focused progression from Phases Two to Five informed by classroom practice and subject expertise. All phases, in particular Phase 5, have been more carefully sequenced to provide clarity with an explicit teaching progression. *Red Rose Letters and Sounds* incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences (GPCs). Planning materials have been created in a user-friendly format, are easily accessible and can be adapted according to the children's needs. It is recommended that all adults delivering sessions are trained to the same standard.

### **Which reading schemes link to Red Rose Letters and Sounds?**

Many reading schemes which are currently organised using the *Letters and Sounds 2007 Handbook* progression, will closely match the progression in *Red Rose Letters and Sounds*. Schools will need to continue to ensure that guided and home reading books are fully decodable in line with the National Curriculum expectations, and that focus GPCs within books are closely matched to recently taught sounds. This allows schools to select books from more than one reading scheme, providing they are organised and sequenced to directly match the progression within *Red Rose Letters and Sounds*.

## Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs		Tricky Words and High Frequency Words	Overview
Consolidate Phase 1  s a t p i n m d g o c k s pronounced /z/  Autumn 2 Phase 2 GPCs		High Frequency Words as is us his has linked to s pronounced /z/  the	Teach 12 GPCs  Teach 1 Tricky Word
ck e u r h b f ff l ll ss Consolidate Phase 2		I to go no into	Teach 11 GPCs  Teach 5 Tricky Words
Spring 1 Phase 3 GPCs  j v w x y z/zz qu ch sh th/th ng Consolidate as required		Tricky Words  he she we be me was my you they	Overview  Teach 13 GPCs  Teach 9 Tricky Words
Spring 2 Phase 3 GPCs  ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		Tricky Words  her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Overview  Teach 8 GPCs  Teach 8 Tricky Words
Summer 1 Phase 3 GPCs	Phase 4	Tricky Words  come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4)  Consolidate said so have like (Phase 4)	Overview  Teach 7 GPCs  Teach 9 Tricky Words   Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4  CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Tricky Words  Consolidate said so have like some come were there little do one when out what Teach it's	Overview  Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

# Red Rose Letters and Sounds Trajectory Expectations for Year 1

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
<b>Phase 5 Further Graphemes for Reading and Writing</b> <u>Revisit Phase 4</u> <b>CVCC &amp; CCV</b> <b>CCVC &amp; CCVCC</b> <b>CCCVC &amp; CCCVCC</b> <b>Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</b>	<b>Revisit</b> <b>said so have like</b> <b>some come were there</b> <b>little do one when</b> <b>out what it's</b>  <b>Mr Mrs people</b> <b>looked called asked</b> <b>oh their could</b>	<b>Revisit</b> <b>CVCC &amp; CCV</b> <b>CCVC &amp; CCVCC</b> <b>CCCVC &amp; CCCVCC</b> <b>Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</b> <b>Revisit 15 Tricky Words</b>  <b>Teach 13 GPCs</b> <b>Teach 9 Tricky Words</b>
<b>Autumn 2</b> <b>Phase 5 Further Graphemes for Reading and Writing</b> <b>Phase 5 Alternative Pronunciations for Graphemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b> <b>oe (toe) au (Paul) a-e (made) e-e (swede)</b> <b>i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)</b>  <b>Phase 5 Alternative Pronunciations for Graphemes</b> <b>i (find) o (both) o (other) c (cell) g (ginger)</b> <b>u (music) ow (snow) ie (chief) ea (bread)</b> <b>er (fern) ch (school) ch (chef) a (want) a (acorn)</b> <b>e (remind) y (try) y (baby) ou (group) ou (touch)</b>	<u>Tricky Words</u> <u>water where who</u> <u>High Frequency Words</u> <u>again thought through</u>  <u>work mouse many</u> <u>laughed because different</u> <u>any eyes friends</u> <u>once please</u>	<b>Teach 27 GPCs</b> <b>Teach 3 Tricky Words</b> <b>Teach 14 High Frequency Words</b>
<b>Spring 1 Phase 5 Alternative Spellings for Phonemes</b> <i>/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key)</i> <i>/oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit)</i> <i>/ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak)</i> <i>/igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)</i>	<u>High Frequency Words</u> <u>I'm I'll let's small great before</u> <u>jumped stopped pulled</u> <u>gone we're</u> Consolidate as required	<b>Overview</b> <b>Teach and Consolidate 26 GPCs</b> <b>Teach 11 High Frequency Words</b>
<b>Spring 2 Phase 5 Alternative Spellings for Phonemes</b> <i>/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder)</i> <i>/ow/ ow (cow) ou (about) ough (plough) oi/ oi (coin) oy (boy)</i> <i>/ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could)</i> <i>/or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)</i> <i>/ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)</i>	<u>Tricky Words and High Frequency Words</u> Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	<b>Overview</b> <b>Teach and Consolidate 33 GPCs</b> <b>Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.</b>

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ <b>air</b> (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
<b>Y1 Phonics Screening Check</b> /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ <b>g</b> (magic) ge (large) dge (fridge) /s/ <b>c</b> (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ <b>ch</b> (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.

## Introduction to Phase 2 Red Rose Letters and Sounds

Children entering Phase 2 will continue to build on the foundations from Phase 1. They should have experienced a wealth of speaking and listening activities, including songs, stories and rhymes, alongside oral blending and segmenting. The purpose of Phase 2 is to teach 23 GPCs with single letter graphemes and some digraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing words and sentences. Children will also be taught how to read and spell 6 tricky words with automaticity of reading tricky words being essential.

From Week 3 onwards in Red Rose Letters and Sounds, children begin to be exposed to the concept of a sentence. Carefully considered sessions have been planned which have a focus on blending or segmenting. Later in Phase 2, these skills are combined. Where it suggests writing words or sentences, it is recommended that the role of the adult scaffolds this process. For example, if children are not developmentally ready with finger strength and letter formation, adults can model writing and/or magnetic letters can also be used to practise application.

Early in Phase 2, teaching can be organised into 2 x 10 minute sessions or a 20-25 minute session, daily. Additionally, it is suggested that practitioners plan for phonics to be provided in classroom provision with the support from a well-trained adult.

For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences.

### Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 2 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned within Phase 2.

### Assessment of Phase 2

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs learned
- spell VC and CVC words either using magnetic letters or by writing the letters on paper or on whiteboards with the 23 GPCs learned
- read captions and sentences
- read and write 6 ‘tricky’ words
- read decodable texts with the 23 GPCs and 6 tricky words
- make phonetically plausible attempts with the emerging stages of spelling in their writing journey

## Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach <b>the</b>
Week 6	Teach ck e u	Teach <b>I to</b>
Week 7	Teach r h b	Teach <b>no go</b>
Week 8	Consolidate o c k c k e u r h b	Teach <b>into</b>
Week 9	Teach f ff l	Consolidate <b>the I to no go into</b>
Week 10	Teach ll ss	Consolidate <b>the I to no go into</b>
Week 11	Consolidate f ff l ll ss	Consolidate <b>the I to no go into</b>
Week 12	Consolidate as required	Consolidate <b>Phase 2 Tricky Words</b> as required
		<i>High Frequency Words as is us his has s pronounced /z/</i>

## Phase 2 Week 1

Teach: s a t **Tricky words: n/a** High frequency words Stretch and challenge n/a  
 Revisit Oral Blending and Segmenting

Plan for application opportunities within continuous provision with a focus on:  
 GPC recognition; Blending to read words; Segmenting to spell words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	<b>Segmenting Susan</b> (Children to orally <b>blend</b> words spoken by the adult) <b>in cat dad tin sat pig</b>	<b>Alien Talk</b> (Children to orally <b>segment</b> words spoken by the adult) <b>bed pan mat hat fish sock</b> Recall previous learning s a	<b>Shopping Game</b> (Children to orally <b>segment</b> and/or <b>blend</b> words spoken by the adult) <b>hat man sun duck pan fish</b> Recall previous learning s a	<b>Simon Says</b> (Children to orally <b>blend</b> words spoken by the adult) <b>h-e-a-d kn-ee l-e-g f-oo-t ch-i-n h-a-n-d</b>	<b>My Turn, Your Turn</b> <b>s a t</b>
Teach <i>Begin to use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC <b>s</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach GPC <b>a</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach GPC <b>t</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach <b>blending</b> to read. Sound talk the words <b>at</b> , <b>sat</b> and <b>as</b> and model oral blending. Display the words <b>at</b> , <b>sat</b> and <b>as</b> and model how to use sound buttons to blend to read. Demonstrate how to smooth read from left to right through a word linking the phoneme to the grapheme.	Teach <b>segmenting</b> to spell. Model oral segmenting using phonic fingers the words <b>at</b> , <b>sat</b> and <b>as</b> . Introduce the phoneme frame and model writing the word <b>at</b> . Repeat with the words <b>sat</b> and <b>as</b> . Demonstrate how to write from left to right through a word linking the phoneme to the grapheme.
Practise	<b>Silly Soup</b> <b>scissors spaghetti sausage</b> <b>sock stick pig fish hat pan</b>	<b>Musical Statues</b> <b>a s</b>	<b>What's Missing?</b> <b>s a t</b>	<b>Phonics Puppet</b> Blend words <b>at sat as a</b>	<b>Phonics Puppet</b> Orally segment using phonic fingers <b>at sat as a</b>
Apply	Apply in CP <b>I Spy</b> (e.g. spaghetti socks spoon star sand sausage scissors stones)	Apply in CP <b>Silly Soup</b> <b>scissors straw sausage sock</b> <b>ant alligator apple</b>	Apply in CP Mark-making using a range of media to focus on fine and gross motor <b>s a t</b>	Apply in CP <b>Hoop Game</b> <b>s a t</b>	Apply in CP <b>Grapheme Hunt</b> <b>s a t</b>

## Phase 2 Week 2

Teach: p i n **Tricky words: n/a** High frequency words Stretch and challenge n/a

Revisit Oral Blending and Segmenting

Plan for application opportunities within continuous provision with a focus on:  
GPC recognition; Blending to read words; Segmenting to spell words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	<b>My Turn, Your Turn</b> <b>s a t</b>	<b>Alien Talk</b> (Children to orally <b>segment</b> words spoken by the adult) <b>can tap hop mat</b>	<b>Shopping Game</b> (Children to orally <b>segment</b> and/or <b>blend</b> words spoken by the adult) <b>sun pen van book map</b>	<b>Simon Says</b> (Children to orally <b>blend</b> words spoken by the adult) <b>h-e-a-d kn-ee l-e-g f-oo-t ch-i-n h-a-n-d</b>	<b>My Turn, Your Turn</b> GPCs <b>p i n</b> Words <b>in pin tin</b>
Teach	Teach GPC <b>p</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach GPC <b>i</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Review GPCs <b>p</b> and <b>i</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Review the letter names.	Teach GPC <b>n</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Review GPCs <b>p i</b> and <b>n</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Review the letter names.
Practise <i>Begin to use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	<b>Segmenting Susan</b> Model oral segmenting using phonics fingers the word <b>pat</b> . Demonstrate how to build the word in the phoneme frame using large magnetic letters. Repeat with the words <b>at tap</b> and <b>sat</b> .	<b>Cross the River</b> Model oral blending the words <b>it</b> and <b>pit</b> . Demonstrate blending to read with the words <b>it is pit tip</b> and <b>sit</b> using sound buttons.	<b>Odd One Out</b> Looking for <b>p</b> words... Blend words <b>pit pat sat</b> and <b>tip</b> . Focus again on using sound buttons to blend through the word.	<b>Word Match</b> Show the words <b>in pin tan</b> and <b>pan</b> with sound buttons and model blending to read. Use identical words in a bag, can the children match them?	<b>Cross the River</b> Use phonic fingers and grapheme cards to segment the words <b>is it pit tip sit</b> and <b>pin</b> .
Apply	In small groups, use magnetic letters in phoneme frames to segment the words <b>tap pat sat at</b> . Focus on oral segmenting using phonic fingers to support.	Apply in CP Create a challenge to recognise GPCs and/or word build with magnetic letters and phoneme frames.	Look at the caption <b>pat a tap</b> Model blending to read each word and re-read the whole caption to demonstrate fluency. Can we find the <b>p</b> ?	Look at the caption in a <b>pan</b> Model blending to read each word and re-read the whole caption to show fluency. Can we find the <b>n</b> ?	Model writing the caption <b>it is a pin</b> Focus on orally segmenting before spelling to demonstrate the importance of phonic fingers.

Phase 2 Week 3					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	<b>My Turn, Your Turn</b> <b>s a t p i n</b>	<b>Alien Talk</b> (Children to orally segment words spoken by the adult) <b>pig dish dig lip dog</b>	<b>Shopping Game</b> (Children to orally segment and/or <b>blend</b> words spoken by the adult) <b>dog man car log</b>	<b>Grapheme Hunt</b> <b>s a t p i n m</b>	<b>My Turn, Your Turn</b> <b>GPCs s a t p i n</b> Words <b>mat in it tip tap</b>
Teach	Teach GPC <b>m</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach GPC <b>d</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Review GPCs <b>m</b> and <b>d</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Review the letter names.	Teach GPC <b>g</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Review GPCs <b>m d</b> and <b>g</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.
Practise <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting</i>	<b>Segmenting Susan</b> Model oral segmenting using phonic fingers the word <b>mat</b> . Demonstrate how to build the word in the phoneme frame using large letters. Repeat with the words <b>man am</b> and <b>map</b> .	<b>Cross the River</b> Model oral blending the words <b>dip</b> and <b>pad</b> . Demonstrate blending to read the words <b>dip din dim pad</b> and <b>mad</b> using sound buttons.	<b>Odd One Out</b> Looking for <b>m</b> and <b>d</b> words... Blend words <b>mad man pan in and dad did</b> and <b>mat</b> . Focus again on using sound buttons to blend through the word.	<b>Word Match</b> Model oral blending the words <b>pig</b> and <b>dig</b> . Demonstrate blending to read the words <b>pig dig tig</b> and <b>tag</b> using sound buttons.	<b>Cross the River</b> Use phonic fingers and graphemes to segment the words <b>pig dig am man and dad</b> .
Apply	In small groups, use magnetic letters in phoneme frames to segment the words <b>mat man am map</b> . Focus on oral segmenting using phonic fingers to support.	Apply in CP Continue to play Cross the River in small groups/independently.	Look at the sentence <b>It is a man</b> . Model blending to read each word and re-read the whole caption to show fluency. Can we find the <b>m</b> ?	Look at the sentence <b>It is a pig</b> . Model blending to read each word and re-read the whole caption to show fluency. Can we find the <b>g</b> ?	Model writing the sentence <b>It is a man</b> . Focus on orally segmenting before spelling to demonstrate the importance of phonic fingers.

Phase 2 Week 4 CONSOLIDATE: s a t p i n m d g    Tricky words: n/a    High frequency words Revisit Oral Blending and Segmenting					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	<b>My Turn, Your Turn</b> <b>s a t p i n</b>	<b>Alien Talk</b> (Children to orally <b>segment</b> words spoken by the adult) <b>pig dish dig lip dog</b>	<b>Shopping Game</b> (Children to orally <b>segment</b> and/or <b>blend</b> words spoken by the adult) <b>dog man car log</b>	<b>Grapheme Hunt</b> <b>s a t p i n m</b>	<b>My Turn, Your Turn</b> Words <b>in it tip tap sip</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Review GPCs <b>s a t p i</b> and follow the 3 part example, where necessary. Hear it say it, see it say it, say it write it. Sound talk the word <b>pat</b> and model oral blending. Display the words <b>at is it</b> and <b>sat</b> with sound buttons, and model blending to read.	Review GPCs <b>s a t p i</b> and follow the 3 part example, where necessary. Hear it say it, see it say it, say it write it. Orally segment using phonic fingers the word <b>pat</b> . Model writing the word <b>pat</b> in a phoneme frame. Repeat with the words <b>sat at is it is</b> .	Review GPCs <b>n m d g</b> and follow 3 the part example, where necessary. Hear it say it, see it say it, say it write it. Sound talk the word <b>mat</b> and model oral blending. Display the words <b>am dad and man did</b> and <b>dig</b> with sound buttons, and model blending to read.	Review GPCs <b>n m d g</b> and follow the 3 part example, where necessary. Hear it say it, see it say it, say it write it. Orally segment using phonic fingers the word <b>man</b> . Model writing the word <b>man</b> in a phoneme frame. Repeat with the words <b>am and did dad</b> .	Review GPCs <b>s a t p i n m d g</b> and follow 3 the part example, where necessary. Display the words <b>sat</b> and <b>dad</b> with sound buttons, and model blending to read. Model writing the word <b>dig</b> in a phoneme frame. Repeat with the words <b>mad</b> and <b>pig</b> .
Practise	<b>Word Match</b> Blend words <b>sat at is it tap pat</b>	<b>Cross the River</b> Segment words <b>sat at is it tap pat</b>	<b>Word Match</b> Blend words <b>dad man am and dig mat</b>	<b>Cross the River</b> Segment words <b>did man am and pig mat</b>	<b>Odd One Out</b> Looking for g words... Blend words <b>am and pan tag dig nap nip</b>
Apply	Look at the sentence <b>It is a tap</b> . Model blending to read each word and re-read the whole caption to show fluency.	Model writing the sentence <b>It is a tap</b> . Focus on orally segmenting before spelling to demonstrate the importance of phonic fingers.	Look at the sentence <b>It is a man</b> . Model blending to read each word and re-read the whole caption to show fluency.	Model writing the sentence <b>It is a pig</b> . Focus on orally segmenting before spelling to demonstrate the importance of phonic fingers.	Look at the sentence <b>It is a pan</b> . Model blending to read each word and re-read the whole caption to show fluency.

Phase 2 Week 5					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Phonic Aerobics <b>s a t p i n m d g</b>	Nice to Meet You <b>s a t p i n m d g o</b>	Fastest Finger First <b>am man did and dad pig</b>	Nice to Meet You <b>p i n m d g o c</b>	Airwrite/Quickwrite <b>n m p</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC <b>o</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>on</b> and model oral blending. Display the words <b>on top not</b> and <b>dog</b> with sound buttons, and model blending to read. Teach the tricky word <b>the</b> .	Teach GPC <b>c</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>cat</b> and model oral blending. Display the words <b>cat can cap</b> and <b>scan</b> with sound buttons, and model blending to read. Review the tricky word <b>the</b> .	Review GPCs <b>o</b> and <b>c</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Orally segment using phonic fingers the word <b>top</b> . Model writing the word <b>top</b> in a phoneme frame. Repeat with the words <b>on can cap</b> . Review the tricky word <b>the</b> .	Teach GPC <b>k</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>kit</b> and model oral blending. Display the words <b>kit Kim kid</b> and <b>skin</b> with sound buttons, and model blending to read. Review the tricky word <b>the</b> .	Review GPCs <b>o c</b> and <b>k</b> . Follow 3 part example where necessary. Orally segment using phonic fingers the word <b>kit</b> . Model writing the word <b>kit</b> in a phoneme frame. Repeat with the words <b>cot cap kid skid</b> . Review the tricky word <b>the</b> .
Practise	Bingo Blend words <b>on top dog pop pot</b> Tricky word <b>the</b>	Musical Bumps/ <b>Musical Words</b> Blend words <b>cat can cop cot cod cap</b> scan Tricky word <b>the</b>	Magic Bag Segment words <b>on top dog can cat cap</b> Tricky word <b>the</b>	Bingo Blend words <b>kit Kim kid skin</b> Tricky word <b>the</b>	Magic Bag Segment words <b>kit on pot can cat cap</b> Tricky word <b>the</b>
Apply	Silly Sentence Read the sentence <b>The dog is on top.</b>	Jet Set Read the sentence <b>The cop can scan.</b>	Superhero Code Cracker Write the sentence <b>The cap is on the dog.</b>	Jet Set Read the sentence <b>Kim is on the kit.</b>	Superhero Code Cracker Write the sentence <b>The cot can skid.</b>

Phase 2 Week 6					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Phonic Aerobics <b>s a t p i n m d o c k</b>	Nice to Meet You <b>m d g o c k</b>	Fastest Finger First <i>can cot on top dog pop</i>	Nice to Meet You <b>the I to</b>	Airwrite/Quickwrite <b>a g o c d</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC <b>ck</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Use terminology digraph and teach the rule <b>ck</b> comes at the end of words. Sound talk the word <b>pack</b> and model oral blending. Display the words <b>sick kick sock</b> with sound buttons, and model blending to read. Teach the tricky word <b>I</b> .	Teach GPC <b>e</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>get</b> and model oral blending. Display the words <b>bed pet neck tent</b> with sound buttons, model blending to read. Teach the tricky word <b>to</b> .	Review GPCs <b>ck</b> and <b>e</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Orally segment using phonic fingers the word <b>sack</b> . Model writing the word <b>sack</b> in a phoneme frame. Repeat with the words <b>bed ten peg peck</b> . Review the tricky words <b>I to</b> .	Teach GPC <b>u</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>put</b> and model oral blending. Display the words <b>up us mum sun suck</b> with sound buttons, model blending to read. Review the tricky words <b>I to</b> .	Review GPCs <b>ck e</b> and <b>u</b> . Follow 3 part example where necessary. Orally segment using phonic fingers the word <b>mum</b> . Model writing the word <b>mum</b> in a phoneme frame. Repeat with the words <b>pet neck duck must</b> . Review the tricky words <b>I to</b> .
Practise	Bingo Blend words <b>pack sick kick sock sack</b> Tricky word <b>I</b>	Musical Bumps/Musical Words Blend words <b>get bed pet men ten neck tent</b> Tricky word <b>to</b>	Magic Bag Segment words <b>get bed sack peg peck</b> Tricky words <b>I to</b>	Bingo Blend words <b>up put mum cup suck</b> Tricky words <b>I to</b>	Magic Bag Segment words <b>mum pet neck duck must</b> Tricky words <b>I to</b>
Apply	Silly Sentence Read the sentence <b>I am sick.</b>	Jet Set Read the sentence <b>It can get to ten.</b>	Superhero Code Cracker Write the sentence <b>I can get on the sack.</b>	Jet Set Read the sentence <b>Put it to the cup.</b>	Superhero Code Cracker Write the sentence <b>I must get to the duck.</b>

Phase 2 Week 7					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Phonic Aerobics <b>s a t p i n m d g o c k ck e u</b>	Nice to Meet You <b>m d g o c k ck e u r</b>	Fastest Finger First <b>get set neck pet ten peck</b>	Nice to Meet You <b>the I to</b>	Airwrite/Quickwrite <b>i u t</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC <b>r</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>ran</b> and model oral blending. Display the words <b>run red rat rock</b> with sound buttons, model blending to read. Teach the tricky word <b>no</b> .	Teach GPC <b>h</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>had</b> and model oral blending. Display the words <b>hot him hat has</b> with sound buttons, model blending to read. Teach the tricky word <b>go</b> .	Review GPCs <b>r</b> and <b>h</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Orally segment using phonic fingers the word <b>red</b> . Model writing the word <b>red</b> in a phoneme frame. Repeat with the words <b>rug rag has hug</b> . Review the tricky words <b>no go</b> .	Teach GPC <b>b</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>big</b> and model oral blending. Display the words <b>but back bad Ben</b> with sound buttons, model blending to read. Review the tricky words <b>no go</b> .	Review GPC <b>r h</b> and <b>b</b> . Follow 3 part example where necessary. Orally segment using phonic fingers the word <b>bus</b> . Model writing the word <b>bus</b> in a phoneme frame. Repeat with the words <b>rug rip hut bug</b> . Review the tricky words <b>no go</b> .
Practise	Bingo Blend words <b>run red rat rip rock</b> Tricky word <b>no</b>	Musical Bumps/Musical Words Blend words <b>him hat hot has his hop hug</b> Tricky word <b>go</b>	Magic Bag Segment words <b>ran his hat hug rag</b> Tricky words <b>no go</b>	Bingo Blend words <b>but big bed bun</b> Tricky words <b>no go</b>	Magic Bag Segment words <b>had his bat back rat</b> Tricky words <b>no go</b>
Apply	Silly Sentence Read the sentence <b>No I am not red.</b>	Jet Set Read the sentence <b>It can go to him.</b>	Superhero Code Cracker Write the sentence <b>I can go on his rag.</b>	Jet Set Read the sentence <b>Go to the big bed.</b>	Superhero Code Cracker Write the sentence <b>No his bus is red.</b>

## Phase 2 Week 8

**CONSOLIDATE:** o c k ck e u r h b    **Tricky words:** **into**    **High frequency words:** Stretch and challenge

Plan for application opportunities within continuous provision with a focus on:  
GPC recognition; Blending to read words; Segmenting to spell words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	<b>Phonic Aerobics</b> <b>o c k ck e u r h b</b>	<b>Nice to Meet You</b> <b>m d g o c k</b>	<b>Fastest Finger First</b> <b>sock sack sick pick tick pack</b>	<b>Nice to Meet You</b> <b>the I to no go into</b>	<b>Airwrite/Quickwrite</b> <b>r h b k</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Review GPCs <b>o</b> and <b>c</b> and follow 3 part example, where necessary. Display the words <b>mop</b> and <b>cot</b> with sound buttons, and model blending to read. Model writing the word <b>cod</b> in a phoneme frame. Repeat with the words <b>dot</b> and <b>spot</b> . Teach the tricky word <b>into</b> .	Review GPCs <b>k</b> and <b>ck</b> and follow 3 part example, where necessary. Use terminology digraph and recap the rule <b>ck</b> comes at the end of words. Display the words <b>kit</b> and <b>kick</b> with sound buttons, and model blending to read. Model writing the word <b>back</b> in a phoneme frame. Repeat with the words <b>kid</b> and <b>pick</b> . Review the tricky word <b>into</b> .	Review GPCs <b>e</b> and <b>u</b> . Follow 3 part example, where necessary. Display the words <b>get</b> and <b>sun</b> with sound buttons, and model blending to read. Model writing the word <b>den</b> in a phoneme frame. Repeat with the words <b>mum</b> and <b>dust</b> . Review the tricky word <b>into</b> .	Review GPCs <b>r</b> and <b>h</b> . Follow 3 part example, where necessary. Display the words <b>rug</b> and <b>hat</b> with sound buttons, and model blending to read. Model writing the word <b>rip</b> in a phoneme frame. Repeat with the words <b>run</b> and <b>his</b> . Review the tricky words <b>the</b> <b>go</b> .	Review GPC <b>b</b> , with a focus on <b>b</b> at the beginning and end of words. Follow 3 part example, where necessary. Display the words <b>big</b> and <b>hob</b> with sound buttons, and model blending to read. Model writing the word <b>bus</b> in a phoneme frame. Repeat with the words <b>bad</b> and <b>best</b> . Review the tricky words <b>I the</b> .
Practise	<b>Bingo</b> Blend words <b>got pot spot cot mop</b> Tricky word <b>into</b>	<b>Musical Bumps/Musical Words</b> Blend words <b>back kick kit lick pick sack</b> <b>mock stick skip</b> Tricky word <b>into</b>	<b>Magic Bag</b> Segment words <b>mum put us bed pen neck</b> Tricky word <b>into</b>	<b>Bingo</b> Blend words <b>run rip hug has hat</b> Tricky words <b>the go</b>	<b>Magic Bag</b> Segment words <b>big back bed bad bat best</b> Tricky words <b>I the</b>
Apply	<b>Silly Sentence</b> Read the sentence <b>I got into the cot.</b>	<b>Jet Set</b> Read the sentence <b>I put the stick into a sack.</b>	<b>Superhero Code Cracker</b> Write the sentence <b>Mum put him into bed.</b>	<b>Jet Set</b> Read the sentence <b>Go to the red hat.</b>	<b>Superhero Code Cracker</b> Write the sentence <b>I had the best bag.</b>

Phase 2 Week 9					
Teach: f ff I Tricky words: the to I go no into (recap) High frequency words Stretch and challenge					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Phonic Aerobics <b>m d g o c k c k e u r h b</b>	Stand up Grapheme Bingo <b>n m d g o c k ck</b>	Stand up Word Bingo <b>back rock kick pick neck peck</b>	Nice to Meet You <b>the I to no go into</b>	Magic Bag <b>c k ck e u r h b</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC f. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>fun</b> and model oral blending. Display the words <b>if fat fit frog</b> with sound buttons, model blending to read. Review the tricky word <b>the</b> .	Teach GPC ff. Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology digraph and teach the rule ff comes at the end of words. Sound talk the word off and model oral blending. Display the words <b>huff puff cuff muffin</b> with sound buttons, and model blending to read. Review the tricky word <b>I</b> .	Review GPCs f and ff. Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology digraph and recap the rule ff at the end of words and compare to single grapheme f at the start. Orally segment using phonic fingers the word <b>fun</b> . Model writing the word <b>fun</b> in a phoneme frame. Repeat with the words <b>off fan fat huff</b> . Review the tricky words <b>the go</b> .	Teach new GPC I. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>leg</b> and model oral blending. Display the words <b>let leg lock lick lap</b> with sound buttons, model blending to read. Review the tricky words <b>the no</b> .	Review GPCs f ff and I. Follow 3 part example, where necessary. Use terminology digraph and recap the rule ff at the end of words and compare to single grapheme f at the start. Orally segment using phonic fingers the word <b>off</b> . Model writing the word <b>off</b> in a phoneme frame. Repeat with the words <b>fun fan huff leg lip</b> . Review the tricky words <b>go into</b> .
Practise	Fastest Finger First Blend words <b>if of fun fat fin frog fast</b> Tricky word <b>the</b>	Musical Statues Blend words <b>off huff puff cuff muffin sniff cliff</b> Tricky word <b>I</b>	Cross the River Segment words <b>fun fat fin huff off</b> Tricky words <b>the go</b>	Fastest Finger First Blend words <b>let leg lit lick lad lap list</b> Tricky words <b>the no</b>	Cross the River Segment words <b>fun puff off leg lot</b> Tricky words <b>go into</b>
Apply	Finish it! Read the sentence <b>The frog is ... fun fat fit fast</b>	Jet Set Read the sentence <b>I can huff and puff.</b>	Famous Phone Call Write the sentence <b>The fan can go off.</b>	Jet Set Read the sentence <b>The lad had no luck.</b>	Famous Phone Call Write the sentence <b>Let him go off to the log.</b>

Phase 2 Week 10					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Phonic Aerobics <b>o c k ck e ur h b ff l</b>	Stand up Grapheme Bingo <b>n m d g o ck b ff l ll</b>	Stand up Word Bingo <b>huff puff off tell fell bell sell</b>	Nice to Meet You <b>the I to no go into</b>	Magic Bag <b>if fun fit fin fat fan fog</b>
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC <b>ll</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology digraph and teach the rule <b>ll</b> comes at the end of words. Sound talk the word <b>fell</b> and model oral blending. Display the words <b>tell doll bell pill</b> with sound buttons, and model blending to read.  Review the tricky word <b>the</b> .	Review GPC <b>ll</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology digraph and recap the rule <b>ll</b> at the end of words and compare to single grapheme <b>l</b> at the start.  Orally segment using phonic fingers the word <b>tell</b> . Model writing the word <b>tell</b> in a phoneme frame. Repeat with the words <b>fell pull hill dull</b> .  Review the tricky words <b>into</b> .	Teach GPC <b>ss</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology digraph and teach the rule <b>ss</b> comes at the end of words. Sound talk the word <b>mess</b> and model oral blending. Display the words <b>miss less Tess kiss class</b>  with sound buttons, and model blending to read.  Review the tricky word <b>the</b> .	Review GPC <b>ss</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology digraph and recap the rule <b>ss</b> comes at the end of words. Orally segment using phonic fingers the word <b>pass</b> .  Model writing the word <b>pass</b> in a phoneme frame. Repeat with the words <b>fuss kiss miss glass</b> and model within phoneme frame.  Review the tricky word <b>the</b> .	Review GPCs <b>l ll s ss</b> . Follow 3 part example, where necessary. Use terminology digraph and recap the rule <b>ll</b> and <b>ss</b> usually comes at the end of words and <b>l</b> and <b>s</b> at the start. Display the words <b>lock</b> and <b>smell</b> with sound buttons, and model blending to read. Model writing the word <b>mess</b> in a phoneme frame. Repeat with the words <b>sell</b> and <b>grass</b> .  Review the tricky words <b>go into</b> .
Practise	Fastest Finger First Blend words <b>fell tell sell bell hill fill pill spill</b> Tricky word <b>the</b>	Cross the River Segment words <b>fell tell doll pull full Bill dull smell</b> Tricky word <b>into</b>	Musical Statues Blend words <b>miss kiss Tess fuss class</b> Tricky word <b>the</b>	Cross the River Segment words <b>miss Tess kiss fuss loss glass</b> Tricky word <b>the</b>	Cross the River Blend/segment words <b>lock fell tell dull miss smell spill</b> Tricky words <b>go into</b>
Apply	Finish it! Read the sentence <b>The doll had a ... bell till pill</b>	Jet Set Read the sentence <b>Bill fell into his doll.</b>	Famous Phone Call Write the sentence <b>Tess can miss the class.</b>	Jet Set Read the sentence <b>Tess had the full glass.</b>	Famous Phone Call Write the sentence <b>Go into the dull grass.</b>

Phase 2 Week 11					Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.
CONSOLIDATE: f ff l ll s ss c k ck <b>Tricky words: the I to no go into (recap)</b> High frequency words – developing fluency Stretch and challenge					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	HFW Word Aerobics <i>at it in an am man and did</i>	Stand up HFW Bingo <i>dad on got top not get bed</i>	Stand up HFW bingo <i>put mum ran red run had</i>	Nice to Meet You HFW <b>hot</b> <b>hat him but big bad</b>	Magic Bag HFW s (z) words <i>as is us his has</i>
Teach <i>Use sound buttons for blending and phonic fingers /phoneme frames for segmenting.</i>	Review GPCs f and ff . Follow 3 part example, where necessary. Display the words <b>fin</b> and <b>sniff</b> with sound buttons, and model blending to read. Model writing the word <b>fun</b> in a phoneme frame. Repeat with the words <b>fog</b> and <b>cuff</b> . Review the tricky words <b>I into</b> .	Review GPCs I and II. Follow 3 part example, where necessary. Display the words <b>let</b> and <b>spill</b> with sound buttons, and model blending to read. Model writing the word <b>log</b> in a phoneme frame. Repeat with the words <b>dull</b> and <b>smell</b> . Review the tricky word <b>the</b> .	Review GPCs s and ss. Follow 3 part example, where necessary. Display the words <b>sat</b> and <b>miss</b> with sound buttons, and model blending to read. Model writing the word <b>sun</b> in a phoneme frame. Repeat with the words <b>spin</b> and <b>dress</b> . Review the tricky word <b>I</b> .	Review GPCs c and k. Follow 3 part example, where necessary. Display the words <b>can</b> and <b>kit</b> with sound buttons, and model blending to read. Model writing the word <b>cat</b> in a phoneme frame. Repeat with the words <b>Kim</b> and <b>kid</b> . Review the tricky words <b>go to</b> .	Review GPC <b>ck</b> . Follow 3 part example, where necessary. Display the words <b>back</b> and <b>crack</b> with sound buttons, and model blending to read. Model writing the word <b>sock</b> in a phoneme frame. Repeat with the words <b>lick</b> and <b>peck</b> . Review the tricky word <b>no</b> .
Practise	Fastest Finger First Blend words <i>if fun off fan fin puff cuff</i> Tricky words <b>I into</b>	Musical Statues Blend words <i>let log lit lad lap fell tell</i> <i>mill dull spill</i> Tricky word <b>the</b>	Cross the River Segment words <i>sat sun miss mess pass glass</i> <b>spin</b> Tricky word <b>I</b>	Fastest Finger First Blend words <i>can cat cot kit Kim kid skip</i> <b>skim</b> Tricky words <b>go to</b>	Cross the River Segment words <b>back kick sock lick sick peck</b> <b>speck</b> Tricky word <b>no</b>
Apply	Finish it! Read the sentence <b>I can puff into a ...</b> fan fin frog	Jet Set Read the sentence <b>The log fell on Bill.</b>	Famous Phone Call Write the sentence <b>I miss the hot sun.</b>	Jet Set Read the sentence <b>Kim can go to the cat.</b>	Famous Phone Call Write the sentence <b>No I can not lick the sock.</b>

<b>Phase 2 Week 12</b> <b>CONSOLIDATE AS REQUIRED</b> <b>Tricky words: the I to no go into (recap)</b> <b>High frequency words</b> <u>Stretch and challenge</u>						<b>Plan for application opportunities within continuous provision with a focus on:</b> <b>GPC recognition; Blending to read words; Segmenting to spell words.</b>
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
<b>Revisit/ Review</b>						
<b>Teach</b> <i>Use sound buttons for blending and phonic fingers /phoneme frames for segmenting.</i>						
<b>Practise</b>						
<b>Apply</b>						

## Word Bank for Phase 2

Grapheme Phase 2	Progression in application of newly taught graphemes within words <i>italics – hfw decodable</i> <b>bold - articulated differently</b>	Interesting vocabulary	Stretch and challenge
<b>s</b> <b>a</b> <b>t</b>	<i>a at sat as</i>		
<b>p</b>	pat tap		pats past taps
<b>i</b>	<i>it pit tip sit is</i>	pip sip	spit tips sips sits
<b>n</b>	<i>in an pin tin pan nit</i>	nip sin nap tan	spin span Stan naps nips nits <b>pans pins</b>
<b>m</b>	<i>am man mat Sam Tim Pam Tam</i>	map	stamp maps mist mast
<b>d</b>	<i>did dad dip Dan mad sad pad Sid</i>	din dim	stand <i>and</i> sand dips
<b>g</b>	<i>pig tig dig tag gap</i>	gas sag nag gag gig	stag egg
<b>o</b>	<i>on got not dog top pot dot pop God Mog</i>	tot mop	stop spot pond pots mops spots
<b>c</b>	<i>cat can cop cot</i>	cod cap	scan
<b>k</b>	<i>kit Kim</i>	kid	skin skim skid skip
<b>ck</b>	<i>kick pick sick tick sock sack pack duck</i>	mock dock rack	stick stack stock snack smack crack flock
<b>e</b>	<i>get bed pet net set ten pen men den peg met Meg Ken neck</i>	peck deck	ticket pocket step stem speck sped end nest pest send mend dent desk
<b>u</b>	<i>put us mum sun up duck mug cup mud suck</i>	sunset	stuck spun <i>must</i> dust pump
<b>r</b>	<i>ran red run rat rip Rick rock rug</i>	rim ram rag rid rack rot	strip rant ramp crop crust rucksack rocket
<b>h</b>	<i>had hot hat him his has hop hut hit hug</i>	hum	hand help hint

## Word Bank for Phase 2

<b>b</b>	<i>but big back bad bet bag bed bug bun bus bat bit Ben Seb</i>	cob hob nib cab tab dab	stub stab crab crib <i>best bent bank bucket beckon</i>
<b>f</b>	<i>if off fun fit fin fat fan</i>	fig fog	<i>from frog flip flick fist fast font fond</i>
<b>ff</b>	<i>off puff huff</i>	cuff muffin puffin	stuff sniff cliff bluff scoff staff
<b>l</b>	<i>let leg lot log lip lit lock lick luck laptop</i>	lad lap lack	<i>slip clip flip slap slot black block lots help last list lost land lipstick</i>
<b>ll</b>	<i>fell tell bell sell till fill hill doll full pull Bill</i>	dull mill pill	spill drill frill smell
<b>ss</b>	<i>miss less mess Tess hiss kiss pass</i>	mass loss fuss boss	dress grass cross class press glass fusspot crisscross

## Introduction to Phase 3 Red Rose Letters and Sounds

Children entering Phase 3 will build on the learning from Phase 2. They should have secured recognition of 23 GPCs and 6 tricky words with application into reading of words and sentences, and decodable texts with VC and CVC words. They should also be applying known GPCs and tricky words from Phase 2 when writing on whiteboards, with pencil and paper, or using magnetic letters.

The purpose of Phase 3 is to teach 28 GPCs including single letter graphemes, digraphs and trigraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing of VC and CVC words. Letter names are used during this phase when teaching digraphs and trigraphs. Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also be taught how to read and spell 11 Phase 3 tricky words, and be introduced to 15 Phase 4 tricky words with automaticity of reading tricky words being essential. They will apply this learning when reading decodable texts containing these tricky words.

From week 12 onwards in Red Rose Letters and Sounds, children begin to be exposed to pseudo words. One pseudo word is included linked to the GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not have to write pseudo words.

### Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 3 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned from Phases 2 and 3.

### Assessment of Phase 3

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs from Phase 2 and 28 GPCs from Phase 3
- read decodable texts with GPCs and tricky words learned in Phases 2 and 3
- spell VC and CVC words by writing the letters on paper or on whiteboards with the 23 GPCs from Phase 2 and 28 GPCs from Phase 3
- read and write captions and sentences with GPCs and tricky words learned in Phases 2 and 3
- read and write 6 tricky words from Phase 2, 11 tricky words from Phase 3 and some tricky words introduced from Phase 4
- make phonetically plausible attempts at spelling as part of their writing journey

## Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach <b>he she</b>
Week 2	Teach x y z zz	Teach <b>we be me</b>
Week 3	Teach qu ch sh	Teach <b>was my</b>
Week 4	Teach th th ng	Teach <b>you they</b>
Week 5	Consolidate qu ch sh th th ng	Consolidate <b>he she we be me was my you they</b>
Week 6	Teach ai ee	Teach <b>her all</b>
Week 7	Teach igh oa Teach <b>two-syllable words</b>	Teach <b>are</b> <b>like</b> (Phase 4)
Week 8	Teach oo oo Teach <b>two-syllable words</b>	Teach <b>said when</b>
Week 9	Teach ar or Teach <b>two-syllable words</b>	Teach <b>have one</b>
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate <b>her all are like said when have one</b>
Week 11	Teach ur ow	Teach <b>come do</b>
Week 12	Teach oi ear Introduce <b>pseudo words</b>	Teach <b>so were</b>
Week 13	Teach air ure er Introduce <b>pseudo words</b>	Teach <b>some there</b>
Week 14	Consolidate ur ow oi ear air ure er	Teach <b>out little what</b>
Week 15	Consolidate as required	Consolidate <b>Phase 3/4 Tricky Words</b> as required

### Phase 3 Week 1

Teach: j v w **Tricky words he she** High frequency words Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Phonic Aerobics</b> <b>s a t p i n m d g o c</b>	<b>Grapheme Bingo</b> <b>k ck e e u r h b</b>	<b>Countdown</b> <b>(Phase 2) had back and get big him his not got</b>	<b>Nice to Meet You</b> <b>f ff ll ss j v</b>	<b>Tricky Word Aerobics</b> <b>(Phase 2) I to the no go into</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>j</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>jug</b> and model oral blending. Display the words <b>jam</b> and <b>Jill</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>jog</b> . Model writing the word <b>jog</b> in a phoneme frame. Repeat with the word <b>jet</b> . Teach the Tricky word <b>he</b> .	Teach GPC <b>v</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>van</b> and model oral blending. Display the words <b>Vic</b> and <b>vest</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>vet</b> . Model writing the word <b>vet</b> in a phoneme frame. Repeat with the word <b>van</b> . Review the Tricky word <b>he</b> .	Review GPCs <b>j</b> and <b>v</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>jam</b> and <b>vet</b> , and model oral blending. Display the words <b>Jack</b> and <b>van</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>jug</b> . Model writing the word <b>jug</b> in a phoneme frame. Repeat with the word <b>Viv</b> . Teach the Tricky word <b>she</b> .	Teach GPC <b>w</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>wet</b> and model oral blending. Display the words <b>will</b> and <b>win</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>web</b> . Model writing the word <b>web</b> in a phoneme frame. Repeat with the word <b>wig</b> . Review the Tricky words <b>he she</b> .	Review GPCs <b>j v</b> and <b>w</b> . Display the words <b>jug</b> , <b>Viv</b> and <b>wag</b> with sound buttons, and model blending to read. Model writing the word <b>jam</b> in a phoneme frame. Repeat with the words <b>van</b> and <b>will</b> . Review the Tricky words <b>he she</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Bingo</b> Blend words <b>jam jog Jim jug just</b> Tricky word <b>he</b>	<b>Cross the River</b> Blend/segment words <b>van Vic Viv vet vest</b> Tricky word <b>he</b>	<b>Read Write Word Swap</b> Blend/segment words <b>vet van vest vast jog jet Jim jug</b> Tricky word <b>she</b>	<b>Sound Talk Snap</b> Blend words <b>wet win wig well will</b> Tricky word <b>she</b>	<b>Generation Game</b> Blend/segment words <b>jug jet jump vet van wag will went</b> Tricky words <b>he she</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Jet Set</b> Read the sentence <b>He had jam in the jet.</b>	<b>Silly Sentence</b> Read the sentence <b>He had a sad vet.</b>	<b>Code Cracker</b> Write the sentence <b>She put the jug on the van.</b>	<b>I Spy</b> Read the sentence <b>She will get wet and win.</b>	<b>Finish it!</b> Write the sentence <b>She will wet the... jug van jet vet</b>

## Phase 3 Week 2

Teach: x y z zz **Tricky words we be me** High frequency words Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Phonic Aerobics</b> <b>s a t p i n m d g o c k</b>	<b>Grapheme Bingo</b> <b>c k e u r h b f ff l ll</b>	<b>Countdown</b> <b>(Phase 2) up mum but put dad can on off as</b>	<b>Nice to Meet You</b> <b>ss j v w x y</b>	<b>Tricky Word Aerobics</b> <b>(Phase 2) I to the no go into</b> <b>(Phase 3) he she</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>x</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>box</b> and model oral blending. Display the words <b>six</b> and <b>wax</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>fix</b> . Model writing the word <b>fix</b> in a phoneme frame. Repeat with the word <b>fox</b> . Teach the Tricky word <b>we</b> .	Teach GPC <b>y</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>yum</b> . Display the words <b>yes</b> and <b>yell</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>yes</b> . Model writing the word <b>yes</b> in a phoneme frame. Repeat with the word <b>yet</b> . Teach the Tricky word <b>be</b> .	Review GPCs <b>x</b> and <b>y</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>six</b> and <b>yes</b> and model oral blending. Display the words <b>fix</b> and <b>yap</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>next</b> . Model writing the word <b>next</b> in a phoneme frame. Repeat with the word <b>yum</b> . Review the Tricky words <b>we be me</b> .	Teach GPC <b>z</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>Zack</b> and model oral blending. Display the words <b>zip</b> and <b>zig-zag</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>zip</b> . Model writing the word <b>zip</b> in a phoneme frame. Repeat with the word <b>Zack</b> . Review the Tricky words <b>we be me</b> .	Review GPC <b>z</b> . Teach GPC <b>zz</b> . Follow 3 part example. Hear it, say it, see it say it, say it write it. Explain that <b>zz</b> is a digraph and usually comes at the end of a word. Sound talk the word <b>jazz</b> and model oral blending. Display the words <b>zip</b> and <b>fizz</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>buzz</b> . Model writing the word <b>buzz</b> in a phoneme frame. Repeat with the word <b>zap</b> . Review the Tricky words <b>we be me</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Bingo</b> Blend words <b>box fox mix six wax</b> Tricky word <b>we</b>	<b>Cross the River</b> Blend/segment words <b>yes yell yum yet yap</b> Tricky word <b>be</b>	<b>Read Write Word Swap</b> Blend/segment words <b>fix box wax next yes yell yap</b> Tricky words <b>we be me</b>	<b>Sound Talk Snap</b> Blend words <b>zip Zack zig-zag zap</b> Tricky words <b>we be me</b>	<b>Generation Game</b> Blend/segment words <b>zip zap Zack fizz buzz</b> <b>Tricky words we be me</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Jet Set</b> Read the sentence <b>We can exit the box.</b>	<b>Silly Sentence</b> Read the sentence <b>Yes it will be yum.</b>	<b>Code Cracker</b> Write the sentence <b>Yes we can be in the box.</b>	<b>I Spy</b> Read the sentence <b>We will zip it up.</b>	<b>Finish it!</b> Write the sentence <b>Zack will...</b> <b>Words: fizz buzz zigzag</b>

Phase 3 Week 3					
	Teach:	High frequency words	Stretch and challenge		
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Phonic Aerobics</b> <b>ck e u r h b f ff l ll</b>	<b>Grapheme Bingo</b> <b>j v w x y z zz</b>	<b>Countdown</b> <b>he she be me we</b>	<b>Nice to Meet You</b> <b>(Phase 2) had back and get</b> <b>big him his not got</b>	<b>Tricky Word Aerobics</b> <b>(Phase 2) to the no go into</b> <b>(Phase 3) he she we be me</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>qu</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>quit</b> and model oral blending. Display the words <b>quiz</b> and <b>quack</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>quit</b> . Model writing the word <b>quit</b> in a phoneme frame. Repeat with the word <b>quick</b> . Teach the Tricky word <b>was</b> .	Teach GPC <b>ch</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>chop</b> and model oral blending. Display the words <b>chip</b> and <b>chick</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>chin</b> . Model writing the word <b>chin</b> in a phoneme frame. Repeat with the word <b>chat</b> . Review the Tricky word <b>was</b> .	Review GPCs <b>qu</b> and <b>ch</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>quick</b> and <b>chill</b> and model oral blending. Display the words <b>quit</b> and <b>bench</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>quiz</b> . Model writing the word <b>quiz</b> in a phoneme frame. Repeat with the word <b>chest</b> . Teach the Tricky word <b>my</b> .	Teach GPC <b>sh</b> - focus on sh at the start of words. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>shop</b> and model oral blending. Display the words <b>ship</b> and <b>shell</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>shed</b> . Model writing the word <b>shed</b> in a phoneme frame. Repeat with the word <b>shot</b> . Review the Tricky word <b>my</b> .	Review <b>sh</b> – focus on <b>sh</b> at the end of words. Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>rush</b> and model oral blending. Display the words <b>fish</b> and <b>crush</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>wish</b> . Model writing the word <b>wish</b> in a phoneme frame. Repeat with the word <b>dash</b> . Review the Tricky words <b>was my</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Bingo</b> Blend words <b>quick quack quiz quit quest</b> Tricky word <b>was</b>	<b>Cross the River</b> Blend/segment words <b>chop chin chick chat</b> Tricky word <b>was</b>	<b>Read Write Word Swap</b> Blend/segment words <b>quiz quick quit check chin chop chill</b> Tricky word <b>my</b>	<b>Sound Talk Snap</b> Blend words <b>ship shop shed shack shell shin</b> Tricky word <b>my</b>	<b>Generation Game</b> Blend/segment words <b>fish wish cash dish push mash crash</b> Tricky words <b>was my</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Jet Set</b> Read the sentence <b>The quiz was quick.</b>	<b>Silly Sentence</b> Read the sentence <b>The chick was on the chip.</b>	<b>Code Cracker</b> Write the sentence <b>I can check my quiz.</b>	<b>I Spy</b> Read the sentence <b>The shell was on my ship.</b>	<b>Finish it!</b> Write the sentence <b>It was in my ...</b> <b>Words: dish fish chin chick</b>

Phase 3 Week 4					
	Teach: th/th ng	Tricky words you they	High frequency words	Stretch and challenge	
Revisit/ Review <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Phonic Aerobics j v w x y z qu ch sh	Word Bingo quick quiz shop cash <i>fish</i> rush dish <i>wish</i>	Countdown chop chick chin chill chat chip	Nice to Meet You (Phase 2) <i>up mum but put dad can on off as</i>	Tricky Word Aerobics <i>he she we be me was my</i>
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>th</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>thud</b> and model oral blending. Display the words <b>thin</b> and <b>moth</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>thick</b> . Model writing the word <b>thick</b> in a phoneme frame. Repeat with the word <b>bath</b> . Teach the Tricky word <b>you</b> .	Teach GPC <b>th</b> – alternative pronunciation. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>them</b> and model oral blending. Display the words <b>then</b> and <b>that</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>with</b> . Model writing the word <b>with</b> in a phoneme frame. Repeat with the word <b>than</b> . Review the Tricky word <b>you</b> .	Teach GPC <b>ng</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>ring</b> and model oral blending. Display the words <b>long</b> and <b>thing</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>king</b> . Model writing the word <b>king</b> in a phoneme frame. Repeat with the word <b>hang</b> . Teach the Tricky word <b>they</b> .	Review GPCs <b>th/th</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>path</b> and <b>then</b> and model oral blending. Display the words <b>thud</b> and <b>than</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>thin</b> . Model writing the word <b>thin</b> in a phoneme frame. Repeat with the word <b>them</b> . Review the Tricky word <b>they</b> .	Review GPC <b>ng</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>fang</b> and model oral blending. Display the words <b>sing</b> and <b>swing</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>bang</b> . Model writing the word <b>bang</b> in a phoneme frame. Repeat with the word <b>sings</b> . Review the Tricky words <b>you</b> <b>they</b> .
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Bingo Blend words <b>thin thick moth path bath</b> Tricky word <b>you</b>	Cross the River Blend/segment words <b>them this then that with</b> Tricky word <b>you</b>	Read Write Word Swap Blend/segment words <b>bang king wing long sing song hang swing</b> Tricky word <b>they</b>	Sound Talk Snap Blend words <b>that than then this path thick thud</b> Tricky word <b>they</b>	Generation Game Blend/segment words <b>fang hang long bang wing sings</b> Tricky words <b>you they</b>
Apply <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	Jet Set Read the sentence <b>You can go up the path.</b>	Silly Sentence Read the sentence <b>This is you with that chick.</b>	Code Cracker Write the sentence <b>They had to sing to a king.</b>	I Spy Read the sentence <b>They had this thick moth.</b>	Finish it! Write the sentence <b>You had a...</b> Words: ring song wing fang

## Phase 3 Week 5

Consolidate: digraphs qu ch sh th/th ng **Consolidate Tricky words he she be me we you my was they High frequency words Stretch and challenge**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Phonic Aerobics</b> j v w x y z zz	<b>Word Bingo – review j v jam van Viv jug vet Jill <u>jot</u> jump</b>	<b>Word Bingo – review w x win box fox fix will <u>went</u> web wind</b>	<b>Word Bingo - review y z zz buzz yes zip Zack fizz yell frizz</b>	<b>Tricky Word Aerobics</b> <b>he she be me we was my you</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Review GPC <b>qu</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>quiz</b> and model oral blending. Display the words <b>quick</b> and <b>liquid</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>quack</b> . Model writing the word <b>quit</b> in a phoneme frame. Repeat with the word <b>quack</b> .  Review the Tricky words <b>he she</b> .	Review GPC <b>ch</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>chin</b> and model oral blending. Display the words <b>chat</b> and <b>much</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>rich</b> . Model writing the word <b>rich</b> in a phoneme frame. Repeat with the word <b>chest</b> .  Review the Tricky words <b>be you</b> .	Review GPC <b>sh</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>ship</b> and model oral blending. Display the words <b>dash</b> and <b>shock</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>shin</b> . Model writing the word <b>shin</b> in a phoneme frame. Repeat with the word <b>brush</b> .  Review the Tricky words <b>me my</b> .	Review GPCs <b>th/th</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>thin</b> and <b>then</b> and model oral blending. Display the words <b>path</b> and <b>than</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>them</b> . Model writing the word <b>bath</b> in a phoneme frame. Repeat with the word <b>this</b> .  Review the Tricky words <b>we was</b> .	Review GPC <b>ng</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>wing</b> and model oral blending. Display the words <b>going</b> and <b>longing</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>lung</b> . Model writing the word <b>lung</b> in a phoneme frame. Repeat with the word <b>clang</b> .  Review the Tricky word <b>they</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Bingo/Make Your Own</b> <b>Bingo</b> Blend/segment words <b>quick quack quiz quit liquid</b> Tricky words <b>he she</b>	<b>Cross the River</b> Blend/segment words <b>much chick chin chill rich chest</b> Tricky words <b>be you</b>	<b>Read Write Word Swap</b> Blend/segment words <b>posh fish wish shed ship shin cash shell dash shock dash</b> Tricky word <b>me my</b>	<b>Sound Talk Snap</b> Blend words <b>that bath them this path thick then than Beth</b> Tricky word <b>we was</b>	<b>Generation Game</b> Blend/segment words <b>hang sing long wing going lung longing things</b> Tricky word <b>they</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Jet Set</b> Read the sentence <b>She put the liquid on the quiz.</b>	<b>Silly Sentence</b> Read the sentence <b>You will chat to the chick.</b>	<b>Code Cracker</b> Write the sentence <b>My fish had to dash to the shell.</b>	<b>I Spy</b> Read the sentence <b>Beth was on that thick path.</b>	<b>Finish it!</b> Write the sentence <b>They clang on the ...</b> Words: lung ring wing king

## Phase 3 Week 6

Teach: ai ee **Tricky words her all** High frequency words Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Quickwrite zz qu ch sh th	Grapheme Hunt j v w x y z zz qu ch sh th	Quickwrite <b>my was you they</b>	Splat rain fail tail main sail <u>chain</u> <u>snail</u> <u>paint</u>	Musical Bumps j v w x y z zz qu ch sh th
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>ai</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>paid</b> and model oral blending. Display the words <b>rain</b> and <b>tail</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>wait</b> . Model writing the word <b>wait</b> in a phoneme frame. Repeat with the word <b>pain</b> . Teach the Tricky word <b>her</b> .	Review GPC <b>ai</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>wail</b> and model oral blending. Display the words <b>again</b> and <b>snail</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>chain</b> . Model writing the word <b>chain</b> in a phoneme frame. Repeat with the word <b>rail</b> . Review the Tricky word <b>her</b> .	Teach GPC <b>ee</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>see</b> and model oral blending. Display the words <b>bee</b> and <b>queen</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>see</b> . Model writing the word <b>see</b> in a phoneme frame. Repeat with the word <b>peek</b> . Teach the Tricky word <b>all</b> .	Review GPC <b>ee</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>weep</b> and model oral blending. Display the words <b>teeth</b> and <b>sleep</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>feel</b> . Model writing the word <b>feel</b> in a phoneme frame. Repeat with the word <b>sheep</b> . Review the Tricky word <b>all</b> .	Review GPCs <b>ai</b> and <b>ee</b> . Display the words <b>Gail</b> , <b>train</b> , <b>week</b> and <b>tree</b> with sound buttons, and model blending to read. Model writing the word <b>aim</b> in a phoneme frame. Repeat with the words <b>snail</b> , <b>deep</b> and <b>creep</b> . Review the Tricky words <b>her all</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Saluting Soldiers</b> Blend words <b>rain pain wait paid nail main tail fail sail</b> Tricky word <b>her</b>	<b>Phonic Phone Blend/segment</b> words <b>again rail main pain tail wail sail</b> Tricky word <b>her</b>	<b>Countdown Relay</b> Blend words <b>see need keep bee meet queen weep peek sleep</b> Tricky word <b>all</b>	<b>Popcorn Pop</b> Blend/segment words <b>see deep peel feel sheep teeth weep tree</b> Tricky word <b>all</b>	<b>Make Your Own Bingo</b> Segment words <b>Gail tail pain week queen been</b> Tricky words <b>her all</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Abracadabra</b> Read the sentence <b>Her tail got wet in the rain.</b>	<b>Silly Voices</b> Write the sentence <b>The pain is in her tail.</b>	<b>Sentence Substitution</b> Read the sentence <b>They can all see the bee.</b> Words: <b>feet queen seed tree</b>	<b>Sentence Detectives</b> Read the sentence <b>I can see all of the sheep.</b>	<b>Blankety Blank</b> Write the sentence <b>Gail had a pain in her...</b> Words: <b>feet teeth cheek</b>

### Phase 3 Week 7

Teach: igh oa and Two-syllable words    Tricky words are (Phase 3) like (Phase 4)    High frequency words    Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Quickwrite j v w x z zz qu ch sh th	Grapheme Hunt zz qu ch sh th/th ng ai ee	Quickwrite my was you they her all	Splat might <i>night</i> sight <i>right</i> high <u>flight</u> <u>fright</u>	Musical Bumps <i>see been bee feet meet</i> <i>deep jeep sheep sheet</i> <u>weep</u> <u>peep</u> <u>sleep</u>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>igh</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology trigraph. Sound talk the word <b>high</b> and model oral blending. Display the words <b>night</b> and <b>light</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>right</b> . Model writing the word <b>right</b> in a phoneme frame. Repeat with the word <b>tight</b> . Teach the Tricky word <b>are</b> .	Review GPC <b>igh</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Use terminology trigraph. Sound talk the word <b>light</b> and model oral blending. Display the two syllable word <b>sunlight</b> with sound buttons. Clap the syllables and model blending each syllable <b>sun/light</b> , then the full word. Model writing the two syllable word <b>nightlight</b> in a phoneme frame. Clap the syllables and model segmenting each syllable to help write the word. Review the Tricky word <b>are</b> .	Teach GPC <b>oa</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>road</b> and model oral blending. Display the words <b>boat</b> and <b>toad</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>coat</b> . Model writing the word <b>coat</b> in a phoneme frame. Repeat with the word <b>moan</b> . Teach the Tricky word <b>like</b> .	Review GPC <b>oa</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>loaf</b> and model oral blending. Display the words <b>goat</b> and <b>float</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>soap</b> . Model writing the word <b>soap</b> in a phoneme frame. Repeat with the word <b>moan</b> . Review the Tricky word <b>like</b> .	Review GPCs <b>igh</b> and <b>oa</b> including <b>two syllable words</b> . Display the words <b>night</b> , <b>sunlight</b> , <b>groan</b> and <b>raincoat</b> with sound buttons, and model blending to read. Model writing the word <b>tonight</b> in a phoneme frame. Repeat with the words <b>high</b> , <b>boat</b> and <b>floating</b> . Review the Tricky words <b>are like</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	Saluting Soldiers Blend words <b>high night right sight light</b> <b>sigh fight tight</b> Tricky word <b>are</b>	Phonic Phone Blend/segment words <b>night high light sight bright</b> <b>nightlight</b> Tricky word <b>are</b>	Countdown Relay Blend words <b>boat coat road goat toad</b> <b>float loaf</b> Tricky word <b>like</b>	Popcorn Pop Blend/segment words <b>boat soap foal road boat float</b> Tricky word <b>like</b>	Make Your Own Bingo Segment words <b>light flight high boat</b> <b>moan tonight raincoat</b> Tricky words <b>are like</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	Abracadabra Read the sentence <b>We are up high at night.</b>	Silly Voices Write the sentence <b>You are in the bright sunlight.</b>	Sentence Substitution Read the sentence <b>I like the toad on the road.</b> Words: <b>boat coat goat loaf</b>	Sentence Detectives Read the sentence <b>The boat will like to float.</b>	Blankety Blank Write the sentence <b>I like the bright ...</b> Words: <b>goat road raincoat</b> <b>sunlight</b>

## Phase 3 Week 8

Teach: (long) oo / (short) oo and Two-syllable words    Tricky words said when (Phase 4)    High frequency words    Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Quickwrite <b>th ng ai ee igh oa</b>	Word Hunt <b>night right fight sight light</b> <b>sigh high fright</b>	Quickwrite <b>was my you they her all are like</b>	Splat <b>boat road moan toad coat</b> <b>moan groan boast toast</b>	Musical Bumps <b>j v w x y z zz qu ch sh th ng ai ee igh oa</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC (long) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>moon</b> and model oral blending. Display the words <b>room</b> and <b>tooth</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>soon</b> . Model writing the word <b>soon</b> in a phoneme frame. Repeat with the word <b>food</b> . Teach the Tricky word <b>said</b> .	Review GPC (long) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Use Sound talk the word <b>roof</b> and model oral blending. Display the two syllable word <b>rooftop</b> with sound buttons. Clap the syllables and model blending each syllable <b>roof/top</b> , then the full word. Model writing the two syllable word <b>bedroom</b> in a phoneme frame. Clap the syllables and model segmenting each syllable to help write the word. Review the Tricky word <b>said</b> .	Teach GPC (short) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>foot</b> and model oral blending. Display the words <b>good</b> and <b>books</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>look</b> . Model writing the word <b>look</b> in a phoneme frame. Repeat with the word <b>shook</b> . Teach the Tricky word <b>when</b> .	Review GPC (short) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>look</b> and model oral blending. Display the two syllable word <b>looking</b> with sound buttons. Clap the syllables and model blending each syllable <b>look/ing</b> , then the full word. Orally segment using phonic fingers the word <b>wood</b> . Model writing the word <b>wood</b> in a phoneme frame. Repeat with the word <b>blood</b> . Review the Tricky word <b>when</b>	Review GPCs (long) oo and (short) oo including two syllable words. Display the words <b>root</b> , <b>zoo</b> , <b>foot</b> and <b>looking</b> with sound buttons, and model blending to read. Model writing the word <b>pool</b> in a phoneme frame. Repeat with the words <b>baboon</b> , <b>wool</b> and <b>cooking</b> . Review the Tricky words <b>said when</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	Saluting Soldiers Blend words <b>soon room moon tooth</b> <b>zoom food pool boot</b> <b>spoon</b> Tricky word <b>said</b>	Phonic Phone Blend/segment word <b>zoo cool fool tooth</b> <b>bedroom hoot stool</b> Tricky word <b>said</b>	Countdown Relay Blend words <b>look good cook foot wood</b> <b>books shook</b> Tricky word <b>when</b>	Popcorn Pop Blend/segment words <b>good</b> <b>took book cook hood foot</b> <b>shook blood cooking</b> <b>looking</b> Tricky word <b>when</b>	Make Your Own Bingo Segment words <b>moon root rooftop looks hood</b> <b>looking</b> Tricky words <b>said when</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	Abracadabra Read the sentence <b>We said he can go in the pool soon.</b>	Silly Voices Write the sentence <b>She said the bedroom was cool.</b>	Sentence Substitution Read the question <b>When will she look at the foot?</b> Words: <b>wood book wool hook</b>	Sentence Detectives Read the question <b>When was she looking at the wool?</b>	Blankety Blank Write the sentence <b>The cook said she was on the...</b> Words: <b>book rooftop baboon spoon</b>

### Phase 3 Week 9

Teach: ar or and Two-syllable words    Tricky words have one (Phase 4)    High frequency words    Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Quickwrite</b> ai ee igh oa oo/oo	<b>Word Hunt</b> moon food soon look book hook <u>books</u> looks cooking spoon	<b>Quickwrite</b> like said when have	<b>Splat</b> car farm barn park jar hard card shark smart start	<b>Musical bumps</b> qu ch sh th/th ai ee igh oa oo/oo
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>ar</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>car</b> and model oral blending. Display the words <b>park</b> and <b>shark</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>dark</b> . Model writing the word <b>dark</b> in a phoneme frame. Repeat with the word <b>chart</b> . Teach the Tricky word <b>have</b> .	Review GPC <b>ar</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>bark</b> and model oral blending. Display the words <b>barn</b> and <b>farmyard</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>card</b> . Model writing the word <b>card</b> in a phoneme frame. Repeat with the word <b>hard</b> . Review the Tricky word <b>have</b> .	Teach GPC <b>or</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>for</b> and model oral blending. Display the words <b>fork</b> and <b>morning</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>torn</b> . Model writing the word <b>torn</b> in a phoneme frame. Repeat with the word <b>short</b> . Teach Tricky word <b>one</b> .	Review GPC <b>or</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>sort</b> and model oral blending. Display the words <b>thorn</b> and <b>snoring</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>born</b> . Model writing the word <b>born</b> in a phoneme frame. Repeat with the word <b>sport</b> . Teach Tricky word <b>one</b> .	Review GPCs <b>ar</b> and <b>or</b> . Display the words <b>mark</b> , <b>cars</b> , <b>worn</b> and <b>torch</b> with sound buttons, and model blending to read. Model writing the word <b>harm</b> in a phoneme frame. Repeat with the words <b>march</b> , <b>horn</b> and <b>fort</b> . Review the Tricky words <b>have one</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Saluting Soldiers</b> Blend words <b>car park hard dark farm jar</b> <b>yard far spark</b> Tricky word <b>have</b>	<b>Phonic Phone</b> Blend/segment words <b>dark car park barn bark jar</b> <b>farmyard smart harsh</b> Tricky word <b>have</b>	<b>Countdown Relay</b> Blend words <b>or for fork corn morning sort</b> <b>short torn</b> Tricky word <b>one</b>	<b>Popcorn Pop</b> Blend/segment words <b>for born fork corn short horn</b> <b>thorn sport snoring</b> Tricky word <b>one</b>	<b>Make Your Own Bingo</b> Segment words <b>park farmyard harm</b> <b>born fort fork</b> Tricky words <b>have one</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Abracadabra</b> Read the sentence <b>You have to park the dark car.</b>	<b>Silly Voices</b> Write the question <b>Have you a <u>smart</u> barn at the farmyard?</b>	<b>Sentence Substitution</b> Read the sentence <b>Get one short fork for me.</b> Words: cork corn horn torch	<b>Sentence Detectives</b> Read the sentence <b>One morning the cat was snoring.</b>	<b>Blankety Blank</b> Write the sentence <b>One of the cars <u>went</u> to the...</b> Words: farm fork yard port

## Phase 3 Week 10

Consolidate: digraphs ai ee oa oo/oo ar or and trigraph igh

Consolidate Tricky words (Phase 3) you they her all are (Phase 4) like said when have one High frequency words Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Quickwrite ai ee igh oa oo/oo ar or	Word Hunt <i>again rain wait paid Spain afraid feet feel need speed greed bleed</i>	Quickwrite <i>you they her all are like</i>	Splat <i>night high sight sunlight fright boat coat road foal goat toast</i>	Musical Bumps <i>qu ch sh th/th ai ee igh oa oo/oo ar or</i>
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Review GPCs ai and ee. Follow 3 part example, if necessary. Display the words <b>Zain</b> , <b>snail</b> , <b>meet</b> and <b>peek</b> with sound buttons, and model blending to read. Model writing the word <b>fail</b> in a phoneme frame. Repeat with the words <b>sail</b> , <b>weep</b> and <b>green</b> . Review Tricky words <b>her</b> and <b>all</b> .	Review GPCs igh and oa. Follow 3 part example, if necessary. Display the words <b>night</b> , <b>fright</b> , <b>goat</b> and <b>foal</b> with sound buttons, and model blending to read. Model writing the word <b>fight</b> in a phoneme frame. Repeat with the words <b>high</b> , <b>boat</b> and <b>toast</b> . Review Tricky words <b>are like</b> .	Review GPC (long) oo. Follow 3 part example, if necessary. Sound talk the word <b>boot</b> and model oral blending. Display the words <b>bedroom</b> and <b>shoot</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>soon</b> . Model writing the word <b>soon</b> in a phoneme frame. Repeat with the word <b>root</b> . Teach the Tricky word <b>said</b> .	Review GPC (short) oo. Follow 3 part example, if necessary. Sound talk the word <b>shook</b> and model oral blending. Display the words <b>foot</b> and <b>looking</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>good</b> . Model writing the word <b>good</b> in a phoneme frame. Repeat with the word <b>books</b> . Review the Tricky word <b>when</b> .	Review GPCs ar and or. Follow 3 part example, if necessary. Display the words <b>park</b> , <b>shark</b> , <b>for</b> , <b>short</b> with sound buttons, and model blending to read. Model writing the word <b>car</b> in a phoneme frame. Repeat with the words <b>march</b> , <b>born</b> and <b>snoring</b> . Review Tricky words <b>have</b> and <b>one</b> .
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Saluting Soldiers Blend/segment words <b>tail Zain fail frail train see peek green sweep</b> Tricky words <b>her all</b>	Phonic Phone Blend/segment words <b>night high fright boat foal goat toast</b> Tricky words <b>are like</b>	Countdown Relay Blend/segment words <b>too zoo cool soon root shoot bedroom baboon spoon</b> Tricky word <b>said</b>	Popcorn Pop Blend/segment words <b>good wool foot wood book shook looking books</b> Tricky word <b>when</b>	Bingo/ Make Your Own Bingo Blend/segment words <b>park car harm march short born torn snoring</b> Tricky words <b>have one</b>
Apply <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	Abracadbara Read the sentence <b>She can see all of the green train.</b>	Silly Voices Write the sentence <b>I like the green toast at night.</b>	Sentence Substitution Read the sentence <b>They said he had a cool spoon.</b> Words: bedroom tooth pool boot	Sentence Detectives Write the question <b>When can you book the good train?</b>	Blankety Blank Write the sentence <b>I have one short ...</b> Words: <b>car shark fork yard carpark</b>

## Phase 3 Week 11

Teach: ur ow Tricky words (Phase 4) come do High frequency words Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Whiteboard Workout <b>she me was my you they</b>	Playful Puppet <b>dark park farm barn card shark sharp</b>	Read, Read, Run <b>her all are like said when have one</b>	Magic Words <b>for born horn torn worn sport</b>	Yes or No! <b>oa ar or ur</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>ur</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>fur</b> and model oral blending. Display the words <b>hurt</b> and <b>church</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>turn</b> . Model writing the word <b>turn</b> in a phoneme frame. Repeat with the word <b>surf</b> . Teach the Tricky word <b>come</b> .	Review GPC <b>ur</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>turn</b> and model oral blending. Display the words <b>fur</b> and <b>slurp</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>lurk</b> . Model writing the word <b>lurk</b> in a phoneme frame. Repeat with the word <b>hurl</b> . Review the Tricky word <b>come</b> .	Teach GPC <b>ow</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>bow</b> and model oral blending. Display the words <b>now</b> and <b>town</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>how</b> . Model writing the word <b>how</b> in a phoneme frame. Repeat with the word <b>down</b> . Teach the Tricky word <b>do</b> .	Review GPC <b>ow</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>cow</b> and model oral blending. Display the words <b>owl</b> and <b>growl</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>gown</b> . Model writing the word <b>gown</b> in a phoneme frame. Repeat with the word <b>brow</b> . Review the Tricky word <b>do</b> .	Review GPCs <b>ur</b> and <b>ow</b> . Follow 3 part example, if necessary. Display the words <b>hurl</b> , <b>turnip</b> , <b>row</b> , and <b>down</b> with sound buttons, and model blending to read. Model writing the word <b>hurt</b> in a phoneme frame. Repeat with the words <b>burst</b> , <b>town</b> and <b>clown</b> . Review the Tricky words <b>come do</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	Phonic Football Blend words <b>fur burn turn hurt church urn surf turnip</b> Tricky word <b>come</b>	Magic Hat Blend/segment words <b>fur turn hurt curl surf lurk slurp burnt</b> Tricky words <b>come</b>	Stand Up Bingo Blend words <b>now down town bow cow row frown clown</b> Tricky word <b>do</b>	Mr and Mrs Popcorn Blend/segment word <b>down town now bow owl cow gown growl brow</b> Tricky word <b>do</b>	Secret Words Segment words <b>hurt turn hurl burst how row down frown</b> Tricky words <b>come do</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	I Spy Read the sentence <b>She will come into the church.</b>	Sentence Reveal Write the sentence <b>Come and get the... Words: fur hurt burnt turnip church urn</b>	Deal or No Deal? Read the questions <b>Can you do a bow? can you do a frown? (No Deal)</b>	Scrambled Sentence Write the sentence <b>You can do a growl.</b>	Famous Phone Call Write the question <b>How will the clown come to town?</b>

## Phase 3 Week 12

Teach: oi ear **Tricky words (Phase 4) so were** High frequency words Stretch and challenge Pseudo Word Examples

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Whiteboard Workout</b> <b>come do they you</b>	<b>Playful Puppet</b> <b>shed shop wish chick chill chest</b>	<b>Read, Read, Run</b> <b>her all are like said when have one</b>	<b>Magic Words</b> <b>farm card march shark born horn torch sport</b>	<b>Yes or No!</b> <b>ur ow ch sh</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>oi</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>zoin</b> and model oral blending. Explain that it is a nonsense/alien word but can still be blended. Display the words <b>choin</b> and <b>soil</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>boil</b> . Model writing the word <b>boil</b> in a phoneme frame. Repeat with the word <b>foil</b> .  Teach the Tricky word <b>so</b> .	Review GPC <b>oi</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>foin</b> and model oral blending. Explain that it is a nonsense/alien word but can still be blended. Display the words <b>thoin</b> and <b>point</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>coin</b> . Model writing the word <b>coin</b> in a phoneme frame. Repeat with the word <b>coil</b> .  Review the Tricky word <b>so</b> .	Teach GPC <b>ear</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>near</b> and model oral blending. Display the words <b>tear</b> and <b>fear</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>hear</b> . Model writing the word <b>hear</b> in a phoneme frame. Repeat with the word <b>dear</b> .  Teach the Tricky word <b>were</b> .	Review GPC <b>ear</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>dear</b> and model oral blending. Display the words <b>ear</b> and <b>rear</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>near</b> . Model writing the word <b>near</b> in a phoneme frame. Repeat with the word <b>beard</b> .  Review the Tricky word <b>were</b> .	Review GPCs <b>oi</b> and <b>ear</b> . Follow 3 part example, if necessary. Display the words <b>join</b> , <b>tinfoil</b> , <b>fear</b> and <b>clear</b> with sound buttons, and model blending to read. Model writing the word <b>coin</b> in a phoneme frame. Repeat with the words <b>avoid</b> , <b>year</b> and <b>fear</b> . Review the Tricky words <b>so were</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonic Football</b> Blend words <b>soil join boil coin foil spoil zoin choin</b> Tricky words <b>so</b>	<b>Sentence Reveal</b> Blend/segment <b>coin soil join boil coil foil spoil point</b> Tricky words <b>so</b>	<b>Stand Up Bingo</b> Blend words <b>ear near hear tear year spear</b> Tricky word <b>were</b>	<b>Mr and Mrs Popcorn</b> Blend/segment words <b>tear ear dear fear rear smear spear</b> Tricky word <b>were</b>	<b>Secret Words</b> Segment words <b>soil coin tinfoil near fear clear</b> Tricky words <b>so were</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>I Spy</b> Read the sentence <b>You can see the soil is so brown.</b>	<b>Sentence Reveal</b> Write the sentence <b>Zain will point to the coin.</b>	<b>Deal or No Deal?</b> Read the sentences <b>You were near to the spear.</b> <b>Yoo were near to the were</b> <b>(No Deal)</b>	<b>Scrambled Sentence</b> Write the sentence <b>They were full of fear.</b>	<b>Famous Phone Call</b> Write the sentence <b>They were so near the tinfoil.</b>

Phase 3 Week 13					
	Teach: air ure er	Tricky words (Phase 4) some there	High frequency words	Stretch and challenge	Pseudo Word Examples
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Whiteboard Workout <b>so were come do like</b>	Playful Puppet coin soil foil join boil oil coil <u>spoil</u>	Read, Read, Run <b>her all are like said when have one</b>	Magic Words ear near hear tear year <u>spear</u>	Yes or No! ai oi ar or ear ure
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC <b>air</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the nonsense word <b>jair</b> and model oral blending. Display the words <b>fair</b> and <b>chair</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>hair</b> . Model writing the word <b>hair</b> in a phoneme frame. Repeat with the word <b>pair</b> . Teach the Tricky word <b>some</b> .	Teach GPC <b>ure</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the nonsense word <b>bure</b> and model oral blending. Display the words <b>thure</b> and <b>cure</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>pure</b> . Model writing the word <b>pure</b> in a phoneme frame. Repeat with the word <b>cure</b> . Review the Tricky word <b>some</b> .	Review GPCs <b>air</b> and <b>ure</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>zair</b> and <b>zure</b> model oral blending. Display the words <b>air, stair, pure and cure</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>chair</b> . Model writing the word <b>chair</b> in a phoneme frame. Repeat with the words <b>lair, pure and lure</b> . Teach the Tricky word <b>there</b> .	Teach GPC <b>er</b> . Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>darker</b> and model oral blending. Display the words <b>river</b> and <b>higher</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>longer</b> . Model writing the word <b>longer</b> in a phoneme frame. Repeat with the word <b>shorter</b> . Review the Tricky word <b>there</b> .	Review GPCs <b>air</b> and <b>er</b> . Follow 3 part example, if necessary. Display the words <b>chairs, stairs, powder</b> and <b>winter</b> with sound buttons, and model blending to read. Model writing the word <b>fair</b> in a phoneme frame. Repeat with the words <b>flair, farmer</b> and <b>harder</b> . Review the Tricky words <b>some there</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	Phonic Football Blend words <b>fair pair hair chair stair jair gair yair</b> Tricky word <b>some</b>	Magic Hat Blend/segment <b>pure cure lure secure manure</b> Tricky word <b>some</b>	Stand up Bingo Blend words <b>pair fair chair lair stair flair pure cure secure</b> Tricky word <b>there</b>	Mr and Mrs Popcorn Blend/segment words <b>river darker lighter longer rocker higher boxer singer</b> Tricky word <b>there</b>	Secret Words Segment words <b>higher winter singer air pair chairs fair flair</b> Tricky words <b>some there</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	I Spy Read the sentence <b>Some of the hair was on the chair.</b>	Sentence Reveal Write the sentence <b>The doctor will cure some of the pain.</b>	Deal or No Deal? Read the sentences <b>I will lure him to the fair. I he was there at the fair. (No Deal)</b>	Scrambled Sentence Write the sentence <b>There was a longer river.</b>	Famous Phone Call Write the sentence <b>The farmer had some darker hair.</b>

## Phase 3 Week 14

**Consolidate:** digraphs ur ow oi er, trigraphs ear air ure and two-syllable words

**Consolidate Tricky words (Phase 4) come do so were some there** *High frequency words* Stretch and challenge

**Teach Tricky words out little**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Whiteboard Workout</b> <b>come do so were some there</b>	<b>Playful Puppet</b> fur curl burn turn hurt church <u>burnt</u> <u>burst</u>	<b>Read, Read, Run</b> <b>like said when have one</b>	<b>Magic Words</b> ear near hear tear year <u>spear</u> <u>beard</u>	<b>Yes or No!</b> ai oi ar or ur ow ear air
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Review GPCs <b>ur</b> and <b>ow</b> . Follow 3 part example, if necessary. Display the words <b>burn</b> , <u>turnip</u> , <b>town</b> and <b>brown</b> with sound buttons, and model blending to read. Model writing the word <b>church</b> in a phoneme frame. Repeat with the words <b>hurl</b> , <b>howl</b> and <b>crown</b> . Teach the Tricky word <b>little</b> .	Review GPC <b>oi</b> . Follow 3 part example, if necessary. Display the words <b>coin</b> , <b>join</b> and <b>spoil</b> with sound buttons, and model blending to read. Model writing the word <b>soil</b> in a phoneme frame. Repeat with the words <b>coil</b> and <b>moist</b> . Teach the Tricky word <b>what</b> .	Review GPC <b>oi</b> . Follow 3 part example, if necessary. Display the words <b>hear</b> , <b>dear</b> and <b>earwig</b> with sound buttons, and model blending to read. Model writing the word <b>tear</b> in a phoneme frame. Repeat with the words <b>fear</b> and <b>clear</b> . Review the Tricky words <b>little what</b> .	Review GPCs <b>air</b> and <b>ure</b> . Follow 3 part example, if necessary. Display the words <b>pair</b> , <u>stairs</u> , <b>cure</b> and <b>lure</b> with sound buttons, and model blending to read. Model writing the word <b>chair</b> in a phoneme frame. Repeat with the words <b>hair</b> , <b>pure</b> and <b>cure</b> . Teach the Tricky word <b>out</b> .	Review GPC <b>er</b> . Follow 3 part example, if necessary. Display the words <b>singer</b> , <b>higher</b> and <b>helper</b> with sound buttons, and model blending to read. Model writing the word <b>shower</b> in a phoneme frame. Repeat with the words <b>waiter</b> and <b>faster</b> . Review the Tricky words <b>little what out</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonic Football</b> Blend/segment words <b>fur church hurt turnip burst</b> <b>down now cow brown</b> Tricky word <b>little</b>	<b>Magic Hat</b> Blend/segment <b>coin join oil boil foil spoil</b> <b>point moist</b> Tricky word <b>what</b>	<b>Stand Up Bingo</b> Blend words <b>near hear tear dear fear</b> <b>clear earwig</b> Tricky words <b>little what</b>	<b>Mr and Mrs Popcorn</b> Blend/segment words <b>air pair chair hair fair stairs</b> <b>pure cure lure</b> Tricky word <b>out</b>	<b>Secret Words</b> Segment words <b>river darker lighter longer</b> <b>higher shower faster</b> Tricky words <b>little what out</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>I Spy</b> Read the sentence <b>The little brown cow was hurt.</b>	<b>Sentence Reveal</b> Write the question <b>What can join to my coin?</b>	<b>Deal or No Deal?</b> Read the sentences <b>wot can you heear? (No Deal)</b> <b>What did the little earwig hear?</b>	<b>Scrambled Sentence</b> Write the sentence <b>He is out at the fair.</b>	<b>Famous Phone Call</b> Write the sentence <b>They are out on the little river.</b>

## Phase 3 Week 15

### Blank format for consolidation/revision

	Teach: <b>Tricky words</b>	<i>High frequency words</i>	<u>Stretch and challenge</u>	Pseudo Word Examples	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Whiteboard Workout</b>	<b>Playful Puppet</b>	<b>Read, Read, Run</b>	<b>Magic Words</b>	<b>Yes or No!</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Review teach new GPC ____. Follow 3 part example. Hear it, say it, see it say it, say it write it. Orally segment and blend the word _____. Model the word in a phoneme frame. Repeat with the word _____. Use sound buttons to model blending. Teach Tricky word _____. .	Review teach new GPC _____. Follow 3 part example. Hear it, say it, see it say it, say it write it. Orally segment and blend the word _____. Model the word _____. in a phoneme frame. Repeat with the word _____. Use sound buttons to model blending. Review teach Tricky word _____. .	Review teach new GPC _____. Follow 3 part example. Hear it, say it, see it say it, say it write it. Orally segment and blend the word _____. Model the word _____. in a phoneme frame. Repeat with the word _____. Use sound buttons to model blending. Teach Tricky word _____. .	Review teach new GP _____. Follow 3 part example. Hear it, say it, see it say it, say it write it. Orally segment and blend the word _____. Model the word _____. in a phoneme frame. Repeat with the word _____. Use sounds buttons to model blending. Teach Tricky word _____. .	Review teach new GPC _____. Follow 3 part example, Hear it, say it, see it say it, say it write it. Orally segment and blend the word _____. Model the word _____. in a phoneme frame. Repeat with the word _____. Use sound buttons to model blending. Review teach Tricky word _____. .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonic Football</b> Blend words _____ and Tricky word _____. .	<b>Magic Hat</b> Blend/segment words _____ and Tricky word _____. .	<b>Stand Up Bingo</b> Blend words _____ and Tricky word _____. .	<b>Mr and Mrs Popcorn</b> Blend/segment words _____ and Tricky word _____. .	<b>Secret Words</b> Segment words _____ and Tricky word _____. .
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>I Spy</b> Read the sentence _____	<b>Sentence Reveal</b> Write the sentence _____	<b>Deal or No Deal?</b> Read the sentences _____	<b>Scrambled Sentences</b> Write the sentence _____	<b>Famous Phone Call</b> Write the sentence _____

# Word Bank for Phase 3

Grapheme Phase 3	Progression in application of newly taught graphemes within words <i>italics – hfw decodable</i>	Interesting vocabulary	Stretch and challenge
j	jam jug Jill jog Jack Jen job jab	jet jot jig	just jump jumps
v	van vet Vic Viv Kevin Ravi Javid	visit	vest vast vent
w	<i>will well</i> win web wag	wig cobweb wigwam	<i>went wind</i> wilt wimp wept weld twin swim swing twist
x	fox box fix mix six taxi	wax tax exit	next
y	yes yet yum yum-yum	yell yap yuck yan yak	
z	zip Zack Liz Zidan	zap zig-zag	zest
zz	buzz fizz jazz		frizz
qu	quiz quick quack	quit liquid quill	quest
ch	<i>much such</i> chop chip chick chin check chicken	chat chug chill rich chum	champ chest chimp chomp bench punch chunk crunch lunchbox
sh	<i>fish wish</i> shop ship shed shot shell dish rush wish mash bush push cash Josh	shin shack shock posh dash bash lash mush	swish shift shelf fresh brush crash flash splash shrink
th	thick thin bath path Beth Seth	moth thud bathtub	<i>think broth</i> cloth tenth theft sixth thump thrill maths
th	<i>this than then that them with</i>		
ng	<i>long king thing going along</i> ring sing song wing sung rang sang bang hang	fang lung rung ping-pong longing	bring fling swing clang spring <i>things rings rungs sings</i> string strong
ai	<i>again rain laid paid tail rail main wait nail Gail Faith Zain</i>	pain maid pail fail mail aim wail hail sail bait chain faith	snail train trail brain grain plain frail stain faint waist paint afraid painting

## Word Bank for Phase 3

<b>ee</b>	<i>see been need keep feet queen bee Lee cheek sheet seen meet week deep keep jeep feed feel seem peel teeth sheep Eesa</i>	peek meek seek keen weed peep seep weep sheet	<i>tree free three trees green steep sleep creep creek bleep speed bleed street speech pondweed treetop</i>
<b>igh</b>	<i>night right high light sight fight</i>	nightlight sunlight sigh tight might	bright flight fright tonight
<b>oa</b>	<i>boat coat road soap toad goat foam moan Joan</i>	oak moat foal coal load moan loaf coach poach soak boatman raincoat	float groan cloak bloat broach roast toast boast coast goats floating
<b>oo (long)</b>	<i>room soon food too moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom</i>	fool loop mood loot doom hoof root noon hoot toot baboon rooftop	boost roost spoon scoot scoop snoop swoop droop shampoo moonlight toothbrush
<b>oo (short)</b>	<i>took good look book looking hood foot cook wood wool hook cooking</i>	shook cooling booking	<i>looks books blood brook crook</i>
<b>ar</b>	<i>car park dark hard arm jar farm bar barn bark mark card shark chart cars Carl farmyard carpark</i>	far cart tart harm dart harp arch sharp harsh march	scar star smart snarl spark start starlight
<b>or</b>	<i>or for morning fork born horn short sort born torch</i>	cord cork torn worn pork port lord north fort thorn	horns sorts sport organ snoring scoring
<b>ur</b>	<i>fur burn turn curl hurt burp church</i>	urn surf hurl lurk turnip churn	blur blurb slurp spurt burnt burst
<b>ow</b>	<i>now how town down owl cow wow</i>	bow row vow howl fowl gown	brow frown drown crown brown scowl crowd clown growl
<b>oi</b>	<i>boil foil coin join soil</i>	oil toil coil void tinfoil avoid	point hoist moist oink groin spoilt joint spoil
<b>ear</b>	<i>ear near hear tear year dear beard</i>	fear gear rear shear earwig	smear spear clear
<b>air</b>	<i>air fair hair pair chair</i>	lair airman	stair flair chairs stairs unfair hairbrush
<b>ure</b>	<i>pure cure</i>	lure secure manure mature	
<b>er</b>	<i>river darker harder longer boxer higher lighter farmer singer shorter thicker tower shower power</i>	ever waiter powder	<i>under winter faster brighter helper Manchester thundering</i>

## Introduction to Phase 4 Red Rose Letters and Sounds

Children entering Phase 4 will build on the learning from Phases 2 and 3. They should have secured recognition of Phase 2 and 3 GPCs and tricky words with application into reading of words and sentences, and decodable texts. They should also be applying known GPCs, tricky words from Phase 2 and 3, and some tricky words from Phase 4 when writing on whiteboards and/or with pencil and paper.

The purpose of Phase 4 is to explicitly teach oral blending and segmenting, blending for reading and segmenting for spelling using adjacent consonants within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. Children will apply this learning when reading decodable texts alongside writing words and sentences.

Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also revisit reading and spelling 15 Phase 4 tricky words, introduced in Phase 3, with automaticity of reading tricky words being essential. They will apply this learning when reading decodable texts containing these tricky words.

Throughout Phase 4 in Red Rose Letters and Sounds, children are exposed to pseudo words. One pseudo word is included linked to the Phase 2 or 3 GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework. Please note - children do not have to write pseudo words.

## Stretch and Challenge

Within this phase, opportunities for aiming high are included via carefully selected vocabulary using CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes. This vocabulary may require exploration via explicit teaching, discussion around known and new contexts in order that children can gain understanding and apply when reading and writing.

## Assessment of Phase 4

At the end of this phase children should be able to:

- read words, sentences and decodable texts containing the 23 GPCs from Phase 2 and Phase 3 within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words
- spell words by writing the letters on paper or on whiteboards using GPCs from Phase 2 and Phase 3 and CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words
- read and write 6 tricky words from Phase 2, 11 tricky words from Phase 3 and 15 tricky words from Phase 4
- make phonetically plausible attempts at spelling as part of their writing journey

## Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach <b>said so have like</b>
Week 2	Teach CCVC and CCVCC	Teach <b>some come were there</b>
Week 3	Teach CCCVC and CCCVCC	Teach <b>little do one when</b>
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach <b>out what it's</b>

Phase 4 Week 1					
	Teach: CVCC & CCV Tricky words: said so have like	Pseudo Word Examples	High Frequency Words	Stretch and Challenge	
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: <b>he</b> <b>z and zz words</b> <b>zip Zack zig-zag jazz buzz fizz</b>	Stand Up Bingo Revise: <b>she</b> <b>qu words</b> <b>quiz quick quit quack quill</b>	Countdown Revise: <b>we</b> <b>ch and sh words</b> <b>chin check much such chicken</b> <b>ship shut wish rush mash dish</b> <b>shellfish punish</b>	Phonics Aerobics Revise: <b>me</b> <b>th and th words</b> <b>thing think bath path</b> <b>this that them with</b> <b>bathmat bathtub</b>	Splat Revise: <b>be</b> <b>ng words</b> <b>long going king things sing wing</b> <b>hang rung boating longing</b> <b>checking</b>
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach CVCC. Explain that the children must 'tune in' to the <u>penultimate consonant</u> . These are two separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>just</b> <b>gust</b> chimp <b>zeft</b> Segmenting to spell: <b>went</b> <b>think</b> Teach tricky words: <b>said</b>	Review CVCC. Explain that the children must 'tune in' to the <u>penultimate consonant</u> . These are two separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>help</b> <b>shelf</b> <b>things</b> <b>quisk</b> Segmenting to spell: <b>must</b> <b>fond</b> Teach tricky words: <b>so</b>	Review CVCC. Explain that the children must 'tune in' to the <u>penultimate consonant</u> . These are two separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>best</b> <b>gift</b> paint <b>baing</b> Segmenting to spell: <b>fast</b> <b>wilt</b> Teach tricky words: <b>have</b>	Teach CCV. Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>free</b> <b>flee</b> <b>stair</b> <b>grigh</b> Segmenting to spell: <b>tree</b> <b>star</b> Teach tricky words: <b>like</b>	Teach CCV. Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>glee</b> <b>spear</b> <b>clear</b> <b>plair</b> Segmenting to spell: <b>three</b> <b>scar</b> Tricky words: <b>said</b> <b>so</b> <b>have</b> <b>like</b>
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Cross the River Blend and/or segment <b>last</b> <b>best</b> <b>wind</b> <b>vest</b> <b>best</b> <b>last</b> <b>past</b> <b>chimp</b> <b>champ</b> <b>ramp</b> <b>sink</b> <b>vast</b> <b>ramp</b> <b>wimp</b> <b>gust</b> Tricky word: <b>said</b>	Popcorn Blend and/or segment <b>sank</b> <b>bank</b> <b>wink</b> <b>paint</b> <b>sand</b> <b>lamp</b> <b>pink</b> <b>tent</b> <b>shelf</b> <b>soft</b> <b>golf</b> <b>jump</b> <b>pond</b> <b>fond</b> <b>tenth</b> <b>shift</b> <b>tuft</b> Tricky word: <b>so</b>	Saluting Soldiers Blend and/or segment <b>ding</b> <b>dong</b> <b>damp</b> <b>gift</b> <b>milk</b> <b>hand</b> <b>mask</b> <b>bend</b> <b>paint</b> <b>list</b> <b>felt</b> <b>desk</b> <b>fact</b> <b>rust</b> <b>wept</b> <b>tusk</b> <b>wilt</b> Tricky word: <b>have</b>	Secret Words Blend and/or segment <b>tree</b> <b>three</b> <b>star</b> <b>free</b> <b>stair</b> <b>clear</b> <b>scar</b> <b>flee</b> <b>spur</b> <b>glee</b> <b>flair</b> <b>spear</b> Tricky word: <b>like</b>	Bingo Blend and/or segment <b>tree</b> <b>three</b> <b>star</b> <b>free</b> <b>stair</b> <b>clear</b> <b>scar</b> <b>spur</b> <b>glee</b> <b>flair</b> <b>spear</b> Tricky words: <b>said</b> <b>so</b> <b>have</b> <b>like</b>
Apply <i>Include newly taught graphemes and tricky / HF words combined with previous learning.</i>	Famous Phone Call Read and/or write <b>The chimp said he has to be the best.</b> Zack <b>said</b> the last wind was a big gust.	Silly Voices Read and/or write <b>The pink tent was so big and soft.</b> Paint the shelf pink <b>said</b> the chimp.	Yes/No Read and/or write <b>Have you got a mask?</b> <b>Can you mend the tent so it will not wilt?</b>	Silly Sentences Read and/or write <b>Three trees are on his brow.</b> <b>The star was like a clear tree.</b>	Sentence Substitution Read and/or write <b>A tree in the wind.</b> Words: star tent spear

Phase 4 Week 2															
	Teach: CCVC & CVC Words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge											
	Monday	Tuesday	Wednesday	Thursday	Friday										
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Fastest Finger First Revise: <b>was</b> ai words mail rain again wait aiming painting	Stand Up Bingo Revise: <b>my</b> ee words week seen <b>deep need teeth</b> <b>treetop peeling</b>	Countdown Revise: <b>you</b> igh words light sight high right nightlight sunlight	Phonics Aerobics Revise: <b>they</b> oa words goat toad coat soap load boatman	Splat Revise: <b>her</b> (long) oo and (short) oo words boom pool tooth bedroom good wool hook looking										
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach CCVC. Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>from</b> <b>green</b> <b>plan</b> <b>drub</b> Segmenting to spell: <b>stop</b> <b>swim</b> Teach tricky word: <b>some</b>	Teach CCVC. Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>gran</b> <b>flag</b> <b>drum</b> <b>flath</b> Segmenting to spell: <b>frog</b> <b>sleep</b> Teach tricky word: <b>come</b>	Teach CCVC. Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>slug</b> <b>crab</b> <b>shrub</b> <b>grick</b> Segmenting to spell: <b>trees</b> <b>bright</b> Teach tricky word: <b>there</b>	Teach CVC. Explain that the children must 'tune in' to the <u>second and penultimate consonants</u> . There are two separate phonemes at the start of these words and at the end. These should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>plants</b> <b>frost</b> <b>stamp</b> <b>slimp</b> Segmenting to spell: <b>drink</b> <b>slept</b> Teach tricky word: <b>were</b>	Teach CVC. Explain that the children must 'tune in' to the <u>second and penultimate consonants</u> . There are two separate phonemes at the start of these words and at the end. These should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>twist</b> <b>crunch</b> <b>snack</b> <b>cresh</b> Segmenting to spell: <b>drank</b> <b>shrink</b> Tricky words: <b>some</b> <b>come</b> <b>were</b> <b>there</b>										
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Phonic Detectives Blend and/or segment: <b>flag</b> <b>slip</b> <b>frog</b> <b>plop</b> <b>stop</b> <b>drip</b> <b>skid</b> <b>trim</b> <b>spit</b> <b>drag</b> <b>blob</b> <b>drop</b> <b>flop</b> <b>slid</b> <b>slim</b> <b>brag</b> <b>crop</b> Tricky word: <b>some</b>	Puppet Game Blend and/or segment: <b>plan</b> <b>swim</b> <b>drum</b> <b>slug</b> <b>scab</b> <b>glad</b> <b>club</b> <b>grab</b> <b>crab</b> <b>flat</b> <b>clap</b> <b>truck</b> <b>smell</b> <b>grass</b> <b>spell</b> <b>spot</b> <b>grill</b> <b>smug</b> Tricky word: <b>come</b>	Magic Words Blend and/or segment: <b>sting</b> <b>cross</b> <b>skin</b> <b>bright</b> <b>twig</b> <b>twin</b> <b>tram</b> <b>step</b> <b>crash</b> <b>flash</b> <b>smash</b> <b>trick</b> <b>prick</b> <b>black</b> <b>snail</b> <b>shrub</b> <b>squid</b> Tricky word: <b>there</b>	Musical Words Blend and/or segment: <b>plants</b> <b>drink</b> <b>drank</b> <b>stamp</b> <b>twist</b> <b>spend</b> <b>crust</b> <b>snacks</b> <b>slept</b> <b>skunk</b> <b>trunk</b> <b>drift</b> <b>cramp</b> <b>plump</b> <b>clamp</b> <b>stench</b> Tricky word: <b>were</b>	Guess that Word Blend and/or segment: <b>plants</b> <b>plank</b> <b>drank</b> <b>frost</b> <b>twist</b> <b>spend</b> <b>crust</b> <b>snacks</b> <b>slept</b> <b>skunk</b> <b>trunk</b> <b>shrink</b> <b>trail</b> <b>frail</b> <b>shrunk</b> <b>clench</b> Tricky words: <b>some</b> <b>come</b> <b>were</b> <b>there</b>										
Apply <i>Include newly taught graphemes and tricky / HF words combined with previous learning.</i>	Abracadabra Read and/or write <b>Some</b> of the flag will drop down.	Finish the Sentence Read and/or write <b>Come</b> and smell this ... Words: crab truck slug grill	Yes/No Read and/or write <b>There</b> is <b>some</b> green grass next to this shrub.	Jet Set Read and/or write <b>There</b> <b>were</b> <b>some</b> drinks and crisps for the snacks.	The Phonics Factor Words: <table border="1"> <tr> <td><b>plants</b></td> <td><b>said</b></td> </tr> <tr> <td><b>shrink</b></td> <td><b>have</b></td> </tr> <tr> <td><b>twist</b></td> <td><b>like</b></td> </tr> <tr> <td><b>frost</b></td> <td><b>some</b></td> </tr> <tr> <td><b>snacks</b></td> <td><b>there</b></td> </tr> </table>	<b>plants</b>	<b>said</b>	<b>shrink</b>	<b>have</b>	<b>twist</b>	<b>like</b>	<b>frost</b>	<b>some</b>	<b>snacks</b>	<b>there</b>
<b>plants</b>	<b>said</b>														
<b>shrink</b>	<b>have</b>														
<b>twist</b>	<b>like</b>														
<b>frost</b>	<b>some</b>														
<b>snacks</b>	<b>there</b>														

Phase 4 Week 3					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to meet you Revise: <b>all</b> <b>ar</b> words <b>arm</b> <b>jar</b> <b>park</b> <b>hard</b> <b>shark</b> <b>chart</b> <b>farmyard</b> <b>garden</b>	Stand Up Bingo Revise: <b>are</b> <b>or</b> words <b>for</b> <b>born</b> <b>fork</b> <b>short</b> <b>north</b> <b>morning</b>	Countdown Revise: <b>said</b> <b>so</b> <b>ur</b> words <b>fur</b> <b>burnt</b> <b>hurt</b> <b>turn</b> <b>churn</b> <b>turnip</b>	Phonics Aerobics Revise: <b>have</b> <b>like</b> <b>ow</b> words <b>now</b> <b>down</b> <b>town</b> <b>crown</b> <b>brown</b> <b>towel</b>	Splat Revise: <b>some</b> <b>come</b> <b>oi</b> words <b>coin</b> <b>join</b> <b>tinfoil</b> <b>point</b> <b>spoil</b> <b>joint</b>
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach CCCVC. Explain that the children must 'tune in' to the <u>second and third consonants</u> . These are three separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>string</b> <b>splat</b> <b>scrub</b> <b>scrix</b> Segmenting to spell: <b>spring</b> <b>splash</b> Teach tricky word: <b>little</b>	Teach CCCVC. Explain that the children must 'tune in' to the <u>second and third consonants</u> . These are three separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>sprung</b> <b>split</b> <b>strum</b> <b>splice</b> Segmenting to spell: <b>strap</b> <b>street</b> Teach tricky word: <b>do</b>	Teach CCCVC. Explain that the children must 'tune in' to the <u>second and third consonants</u> . These are three separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>sprain</b> <b>screen</b> <b>struck</b> <b>scraig</b> Segmenting to spell: <b>splat</b> <b>string</b> Teach tricky word: <b>when</b>	Teach CCCVCC. Explain that the children must 'tune in' to the <u>second and third consonants and the penultimate consonant</u> . These are three separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>scrunch</b> <b>straps</b> <b>strict</b> <b>straimp</b> Segmenting to spell: <b>sprint</b> <b>springs</b> Teach tricky word: <b>one</b>	Teach CCCVCC. Explain that the children must 'tune in' to the <u>second and third consonants and the penultimate consonant</u> . These are three separate phonemes and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <b>scrubs</b> <b>scrimp</b> <b>strand</b> <b>spleent</b> Segmenting to spell: <b>splits</b> <b>straps</b> Tricky words: <b>little</b> <b>do</b> <b>when</b> <b>one</b>
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Cross the River Blend and/or segment: <b>spring</b> <b>string</b> <b>strung</b> <b>strap</b> <b>street</b> <b>splat</b> <b>split</b> <b>scrub</b> <b>splash</b> <b>scrap</b> <b>strum</b> <b>screen</b> <b>sprain</b> <b>scruff</b> <b>struck</b> <b>scrum</b> <b>scram</b> Tricky word: <b>little</b>	Popcorn Blend and/or segment: <b>spring</b> <b>string</b> <b>strung</b> <b>strap</b> <b>street</b> <b>splat</b> <b>split</b> <b>scrub</b> <b>stress</b> <b>scrap</b> <b>strum</b> <b>screen</b> <b>sprain</b> <b>scruff</b> <b>struck</b> <b>scrum</b> <b>scram</b> Tricky word: <b>do</b>	Saluting Soldiers Blend and/or segment: <b>spring</b> <b>string</b> <b>strung</b> <b>strap</b> <b>street</b> <b>splat</b> <b>split</b> <b>scrub</b> <b>stress</b> <b>scrap</b> <b>strum</b> <b>screen</b> <b>sprain</b> <b>scruff</b> <b>struck</b> <b>scrum</b> <b>scram</b> Tricky word: <b>when</b>	Secret Words Blend and/or segment: <b>scrunch</b> <b>sprint</b> <b>strict</b> <b>splits</b> <b>straps</b> <b>scrubs</b> <b>strings</b> <b>springs</b> <b>strand</b> <b>script</b> <b>scrimp</b> <b>splint</b> <b>scraps</b> <b>screens</b> <b>spleens</b> <b>sprains</b> Tricky word: <b>one</b>	Bingo Blend and/or segment: <b>scrunch</b> <b>sprint</b> <b>strict</b> <b>splits</b> <b>straps</b> <b>scrubs</b> <b>strings</b> <b>springs</b> <b>strand</b> <b>script</b> <b>scrimp</b> <b>splint</b> <b>scraps</b> <b>screens</b> <b>spleens</b> <b>sprains</b> Tricky words: <b>little</b> <b>do</b> <b>when</b> <b>one</b>
Apply <i>Include newly taught graphemes and tricky / HF words combined with previous learning.</i>	Famous Phone Call Read and/or write <b>I</b> <b>splash</b> <b>in</b> <b>the</b> <b>little</b> <b>pools</b> <b>with</b> <b>my</b> <b>pink</b> <b>boots</b> .	Silly Voices Read and/or write <b>In</b> <b>spring</b> <b>I</b> <b>do</b> <b>a</b> <b>little</b> <b>strum</b> <b>on</b> <b>my</b> <b>drum</b> .	Yes/No Read and/or write <b>Do</b> <b>you</b> <b>have</b> <b>a</b> <b>scrub</b> <b>when</b> <b>you</b> <b>have</b> <b>a</b> <b>bath</b> ? Can you scrub the screen <b>when</b> <b>you</b> <b>see</b> <b>a</b> <b>scuff</b> ?	Silly Sentences Read and/or write <b>The</b> <b>man</b> <b>sprains</b> <b>his</b> <b>foot</b> <b>doing</b> <b>one</b> <b>last</b> <b>sprint</b> .	Finish the Sentence Read and/or write <b>You</b> <b>can</b> <b>scrunch</b> <b>up</b> <b>the</b> ... <b>string</b> <b>script</b> <b>strand</b>

Phase 4 Week 4															
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Fastest Finger First</b> Revise: <b>some come ear words near hear tear dear beard spear clear earwig</b>	<b>Stand Up Bingo</b> Revise: <b>were there air words fair hair chair airman unfair hairbrush</b>	<b>Countdown</b> Revise: <b>little do ure words pure cure lure secure manure</b>	<b>Phonics Aerobics</b> Revise: <b>when one er words river darker higher lighter farmer under</b>	<b>Splat</b> Revise: <b>said so have like some come were there little do when one</b>										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach <b>Polysyllabic words.</b> Revise 'syllables' by saying children's names and clapping each syllable.  Model Blending to read (segment and blend the phonemes in each syllable and then combine to blend the whole word): <b>animals sandpit rabbit shampoo</b> Segmenting to spell (clap each syllable and orally segment each syllable separately): <b>garden looking</b> Teach tricky word: <b>out</b>	Teach <b>Polysyllabic words.</b> Revise 'syllables' by saying animal names and clapping each syllable.  Model Blending to read (segment and blend the phonemes in each syllable and then combine to blend the whole word): <b>something desktop lunchbox pondweed</b> Segmenting to spell (clap each syllable and orally segment each syllable separately): <b>morning sixteen</b> Teach tricky word: <b>what</b>	Teach: <b>Polysyllabic words.</b> Revise 'syllables' by saying colour names and clapping each syllable.  Model Blending to read (segment and blend the phonemes in each syllable and then combine to blend the whole word): <b>grandad carpet melting crashing</b> Segmenting to spell (clap each syllable and orally segment each syllable separately): <b>looking children</b> Teach tricky word: <b>it's</b>	Teach: <b>Polysyllabic words.</b> Revise 'syllables' by saying food names and clapping each syllable.  Model Blending to read (segment and blend the phonemes in each syllable and then combine to blend the whole word): <b>dragon handstand planting chimpanzee</b> Segmenting to spell (clap each syllable and orally segment each syllable separately): <b>along sleeping</b> Tricky words: <b>out what it's</b>	Teach <b>Polysyllabic words.</b> Revise 'syllables' by saying character names and clapping each syllable.  Model Blending to read (segment and blend the phonemes in each syllable and then combine to blend the whole word): <b>across forget flashing softest</b> Segmenting to spell (clap each syllable and orally segment each syllable separately): <b>fifteen drifting</b> Tricky words: <b>out what it's</b>										
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonic Detectives</b> Blend and/or segment: <b>helpdesk sandpit windmill melting handstand seventh shampoo sixteen <u>district</u> inflict</b> Tricky word: <b>out</b>	<b>Puppet Game</b> Blend and/or segment: <b>fifteen desktop softest farmyard lightning paintbrush toolbox pondweed shrinking trailer drifting</b> Tricky word: <b>what</b>	<b>Magic Words</b> Blend and/or segment: <b>rowboat sundress sunburn shelving lunchbox shelter helper grilling shifting wilting</b> Tricky word: <b>it's</b>	<b>Musical Words</b> Blend and/or segment: <b>helpful carpet forget morning sleeping lasting crashing helicopter sandstorm chimpanzee</b> Tricky words: <b>out what it's</b>	<b>Guess that Word</b> Blend and/or segment: <b>flashing planting scrunching stringing twisting stamper snacking drifting chimpanzee Manchester</b> Tricky words: <b>out what it's</b>										
<b>Apply</b> <i>Include newly taught graphemes and tricky / HF words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>Out of sixteen helpers there were fifteen left over.</b>	<b>Abracadabra</b> Read and/or write <b>What is in the green pondweed?</b>	<b>Yes No</b> Read and/or write <b>It's so hot that it feels like you are melting. Have you ever been in a helicopter?</b>	<b>Jet Set</b> Read and/or write <b>What a helpful chimpanzee! It's sleeping in the farmyard, said the children.</b>	<b>The Phonics Factor</b> <b>Words:</b> <table border="1"> <tr> <td><b>sandpit</b></td> <td><b>out</b></td> </tr> <tr> <td><b>chimpanzee</b></td> <td><b>what</b></td> </tr> <tr> <td><b>paintbrush</b></td> <td><b>it's</b></td> </tr> <tr> <td><b>sleeping</b></td> <td><b>come</b></td> </tr> <tr> <td><b>farmyard</b></td> <td><b>little</b></td> </tr> </table>	<b>sandpit</b>	<b>out</b>	<b>chimpanzee</b>	<b>what</b>	<b>paintbrush</b>	<b>it's</b>	<b>sleeping</b>	<b>come</b>	<b>farmyard</b>	<b>little</b>
<b>sandpit</b>	<b>out</b>														
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Blank format for consolidation/ revision															
Teach:	Tricky words:	Pseudo Word Examples	High Frequency Words	Stretch and Challenge											
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: _____  Tricky/HF words: _____	Stand Up Bingo Revise: _____  Tricky/HF words: _____	Countdown Revise: _____  Tricky/HF words: _____	Phonics Aerobics Revise: _____  Tricky/HF words: _____	Splat Revise: _____  Tricky/HF words: _____										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach: _____  Model Blending to read: _____  Segmenting to spell: _____  Tricky words: _____	Teach: _____  Model Blending to read: _____  Segmenting to spell: _____  Tricky words: _____	Teach: _____  Model Blending to read: _____  Segmenting to spell: _____  Tricky words: _____	Teach: _____  Model Blending to read: _____  Segmenting to spell: _____  Tricky words: _____	Teach: _____  Model Blending to read: _____  Segmenting to spell: _____  Tricky words: _____										
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	Cross the River Blend and/or segment Words:  Tricky words: _____	Popcorn Blend and/or segment Words:  Tricky words: _____	Saluting Soldiers Blend and/or segment Words:  Tricky words: _____	Secret Words Blend and/or segment Words:  Tricky words: _____	Bingo Blend and/or segment Words:  Tricky words: _____										
<b>Apply</b> <i>Include newly taught graphemes and tricky / HF words combined with previous learning.</i>	Abracadabra Read and/or write	Finish the Sentence Read and/or write	Yes/No Read and/or write	Jet Set Read and/or write	<b>The Phonics Factor</b> <b>Words:</b> <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>										

## Word Bank for Phase 4

Word Type	Suggested Words <i>High Frequency Words</i>	Vocabulary for Stretch and Challenge
<b>CVCC – best champ</b>	<i>just help went think things must next lots still fast last best wind vest best last past chimp champ ramp sink sank bank wink paint sand lamp pink tent shelf soft golf jump pump ding dong damp gift milk hand mask mend bend list felt sails shorts forks</i>	vast ramp wimp gust fond tenth shift tuft fact rust wept tusk wilt hump waist faint moist point joint burnt burst boost roost corks
<b>CCV – tree stair</b>	<i>tree three star free stair clear</i>	spur scar glee flee brow smear flair spear
<b>VCC - eggs</b>	<i>eggs eats ant adds odds aims east oats oils oink arms owls</i> <b>Note: these words are not included in the planning document. These can be taught if required.</b>	
<b>CCVC – flop train</b>	<i>from stop gran sleep green trees flag slip frog plop stop drip skid spit drag blob drop flop slid plan swim drum plum slug plus scab glad club grab crab flat clap truck smell grass spell spot sting cross skin bright twig twin tram step crash flash smash trick prick black snail clown speech spoon sport float roast toast</i>	bled brag crop fled sled slab slam trim slim grub grim stub spun grill smug plot stun stern smog skim trash swish shrug squid shrub starch drown crowd frown growl flight bright plight slight creep bleed creek spoil slurp spurt droop swoop snoop groan boast
<b>CCVCC – drink crunch</b>	<i>plants plank drink drank frost stamp twist spend crust snacks slept skunk trunk</i>	slant thrift drift cramp plump clamp shrink trail frail shrunk stench clench spoilt
<b>CCCVC – spring street</b>	<i>spring string strung strap street splat split stress splash scrub</i>	scrap strum screen sprain scruff struck scrum scram spleen
<b>CCCVCC – scrunch sprint</b>	<i>scrunch sprint splits straps strings springs</i>	strand script scrubs scrimp splint scraps screens spleens sprains strict
<b>Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants</b>	<i>animals something garden grandad across rabbit dragon children helpdesk sandpit windmill melting handstand seventh fifteen desktop softest lightning paintbrush sundress shelving lunchbox shelter helper helpful carpet forget sleeping lasting crashing flashing planting scrunching twisting stamper snacking</i>	district pondweed inflict shrinking trailer drifting grilling shifting wilting helicopter sandstorm stringing chimpanzee Manchester

## Introduction to Phase 5 Red Rose Letters and Sounds

Children entering Phase 5 will build on the learning from Phases 2, 3 and 4. They should have secured recognition of all GPCs, tricky words and high frequency words from these phases with application into reading of words and sentences, and decodable texts. They should also be applying known GPCs, tricky words and high frequency words when writing on whiteboards and with pencil and paper.

The purpose of Phase 5 is to teach 21 further graphemes for reading, 19 alternative pronunciations for graphemes and 95 alternative spellings for phonemes with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing. Letter names are used during this phase when teaching digraphs, trigraphs and four letter graphemes. Carefully considered sessions have been planned which have a focus on blending or segmenting, or both. For writing application, it is recommended that phonics journals are used so children can write with pencil and paper in order to practise GPCs, words and sentences. The adult can scaffold the writing process if this is required.

Children will also be taught how to read and spell 12 Phase 5 tricky words and 25 high frequency words with automaticity of reading being essential. They will apply this learning when reading decodable texts containing these words. Within Phase 5, there are many opportunities to revisit and embed reading and spelling of tricky words and high frequency words, and this can be tailored to meet the needs of the group and/or class.

Throughout Red Rose Letters and Sounds Phase 5, children are exposed to pseudo words. One pseudo word is included linked to the GPC being revisited, taught or practised for reading in relevant lessons. All pseudo words provided are linked to the Phonics Screening Check Framework.

Please note - children do not write pseudo words.

## Stretch and Challenge

Within this phase, opportunities for aiming high are included via carefully selected vocabulary linked to the progression of GPCs. This vocabulary will require exploration via explicit teaching, discussion around known and new contexts in order that children can gain understanding and apply when reading and writing. It is recommended that stretch and challenge vocabulary is included across phonics sessions where appropriate.

## Assessment of Phase 5

At the end of this phase children should be able to:

- say the sound when shown any grapheme that has been taught
- read decodable texts with Phase 5 GPCs, tricky words and high frequency words
- spell words containing Phase 5 GPCs when writing on paper
- read and write all tricky words and high frequency words learned
- read and write sentences containing Phase 5 GPCs, tricky words and high frequency words
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- form each letter correctly

# Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach ay (day) ou (about) ie (tie) ea (eat)	Teach <b>Mr Mrs people</b>
Week 2	Teach oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw)	Teach <b>looked called asked</b>
Week 3	Teach wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Teach <b>oh their could</b>
Week 4	Teach oe (toe) au (Paul) a-e (made) e-e (swede)	Teach <b>water where who</b>
Week 5	Teach i-e (time) o-e (stone) u-e (flute) u- e /y(oo)/ (cube)	Teach high frequency words <b>again thought through</b>
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach i (find) o (both) o (other) c (cell) g (ginger)	Teach high frequency words <b>work mouse many</b>
Week 7	Teach u (music) ow (snow) ie (chief) ea (bread)	Teach high frequency words <b>laughed because different</b>
Week 8	Teach er (fern) ch (school) ch (chef) a (want) a (acorn)	Teach high frequency words <b>any eyes friends</b>
Week 9	Teach e (remind) y (try) y (baby) ou (group) ou (touch)	Teach high frequency words <b>once please</b>
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key)	Teach high frequency words <b>I'm I'll let's</b>
Week 11	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind)	Teach high frequency words <b>small great before</b>

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
Week 12	Consolidate /oo/ <b>oo</b> (spoon) <b>ew</b> (flew) <b>u-e</b> (flute) /y(oo)/ (cute) <b>ue</b> (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words <b>jumped stopped pulled</b>
Week 13	Consolidate /ai/ <b>ai</b> (train) <b>ay</b> (day) <b>a-e</b> (made) <b>a</b> (acorn) Teach ey (grey) eigh (neigh) ea (steak)	Teach high frequency words <b>gone we're</b>
Week 14	Consolidate /igh/ <b>igh</b> (flight) <b>ie</b> (tie) <b>i-e</b> (time) <b>y</b> (try) <b>i</b> (find)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 15	Consolidate /oa/ <b>oa</b> (float) <b>ow</b> (snow) <b>oe</b> (toe) <b>o-e</b> (stone) <b>o</b> (both) Teach ol (cold) oul (shoulder)	
Week 16	Consolidate /ow/ <b>ow</b> (cow) <b>ou</b> (about) Teach ough (plough) Consolidate /oi/ <b>oi</b> (coin) <b>oy</b> (boy)	
Week 17	Consolidate /ar/ <b>ar</b> (farm) Teach <b>a</b> (father) <b>al</b> (half) Consolidate /u/ <b>u</b> (cup) <b>oo</b> (good) Teach oul (could)	
Week 18	Consolidate /or/ <b>or</b> (fork) <b>aw</b> (claw) <b>au</b> (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
Week 19	Consolidate /ur/ <b>ur</b> (fur) <b>ir</b> (girl) <b>er</b> (germ) Teach or (work) ear (learn)	

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Week 20	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 21	Consolidate /air/ air (chair) Teach ear (bear) are (share) ere (where)	
Week 22	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
Week 23	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
Week 24	Consolidate /j/ <b>g</b> (magic) Teach ge (large) dge (fridge) Consolidate /s/ <b>c</b> (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
Week 25	Consolidate /sh/ <b>ch</b> (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
Week 26	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
Week 27 +	Consolidate where necessary	

Graphemes highlighted in bold are included in the Y1 phonic screening check framework

Consider including consolidation lessons or weeks where necessary throughout Phase 5.

Further Graphemes for Reading and Writing													
	Phase 5 Week 1: ay ou ie ea	Tricky words: Mr Mrs people	Pseudo Word Examples	High Frequency Words	Stretch and Challenge								
	Monday	Tuesday	Wednesday	Thursday	Friday								
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: <b>said</b> CVCC words containing 'ai' paint faint waist sails	Countdown Revise: <b>so</b> CCVC words containing 'ow' growl crowd clown frown	Phonic Aerobics Revise: <b>have</b> CCVC words containing 'igh' bright flight plight slight	Grapheme/Word Hunt Revise: <b>like</b> CCVC words containing 'ee' creep bleed green speech	Splat Revise: <b>said so have like (Phase 4)</b> <b>Mr Mrs people</b>								
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit 'ai' within the word <b>train</b> . Teach 'ay' (usually comes at the end of a word) and discuss that they make the same sound.  Model  Blending to read: spray clay <b>thray</b>  Segmenting to spell: day away  Teach tricky word: <b>Mr</b>	Revisit 'ow' within the word <b>cow</b> . Teach 'ou' (never comes at the end of a word) and discuss that they make the same sound.  Model  Blending to read: <b>about round drouth</b>  Segmenting to spell: loud <b>pound</b>  Teach tricky word: <b>Mrs</b>	Revisit 'igh' within the word <b>flight</b> and 'I' a word on its own. Teach 'ie' and discuss that they make the same sound.  Model  Blending to read: <b>tie cried scries</b> Segmenting to spell: pie tried Teach tricky word: <b>people</b>	Revisit 'ee' within the word <b>street</b> . Teach 'ea' (can come at the beginning or in the middle of a word) and discuss that they make the same sound.  Model  Blending to read: <b>eat treat yeath</b>  Segmenting to spell: tea clean Tricky words: <b>Mr Mrs people</b>	Revisit all graphemes taught from this week: <b>ay, ea, ou</b> and <b>ie</b> .  Model  Blending to read: <b>crayon steam sprout tried</b>  Segmenting to spell: <b>tray least shout cried</b>  Tricky words: <b>Mr Mrs people</b>								
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Cross the River Blend and/or segment <b>day may way say away play</b> <b>hay May spray stray delay</b> <b>crayon pray stay tray play</b> <b>betray portray</b>  Tricky words: <b>Mr</b>	Popcorn Blend and/or segment <b>our round about sound found around cloud pound sprout</b> <b>loud mountain loudest scout shouted mound noun</b>  Tricky words: <b>Mr Mrs</b>	Zoo Keepers Blend and/or segment <b>pie tie lie cried tried spied denied</b>  Tricky words: <b>Mr Mrs people</b>	Secret Words Blend and/or segment <b>eat sea tea each peas treat meat steam clean heap least bead beast daydream</b>  Tricky words: <b>Mr Mrs people</b>	Bingo Blend and/or segment a variety of words from throughout the week.  Tricky words: <b>Mr Mrs people</b>								
Apply <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Famous Phone Call Read and/or write <b>Mr Crayon can stay and play.</b>	Silly Sentences Read and/or write <b>A mouth is on a cloud.</b>	The Phonics Factor Words: <table border="1"> <tr> <td>lie</td> <td><b>Mr</b></td> </tr> <tr> <td>tie</td> <td><b>Mrs</b></td> </tr> <tr> <td>tried</td> <td><b>people</b></td> </tr> <tr> <td>cried</td> <td></td> </tr> </table>	lie	<b>Mr</b>	tie	<b>Mrs</b>	tried	<b>people</b>	cried		Sentence Substitution Read and/or write <b>Mrs May eats peas.</b> Words: meat treats cleans	Yes/No Read and/or write <b>Can you eat a tie?</b> <b>Can clouds look like people?</b> <b>Can you clean with a spray?</b>
lie	<b>Mr</b>												
tie	<b>Mrs</b>												
tried	<b>people</b>												
cried													

Further Graphemes for Reading and Writing			Pseudo Word Examples	High Frequency Words	Stretch and
	Monday	Tuesday	Challenge Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>come</b> CCVC and CVCC words containing 'oi' <b>spoil moist point joint</b>	<b>Countdown</b> Revise: <b>were</b> CCVC and CVCC words containing 'ur' <b>slurp spurt burnt burst</b>	<b>Phonic Aerobics</b> Revise: <b>there</b> CCVC and CVCC words containing 'oo' <b>swoop droop boost roost</b>	<b>Grapheme/Word Hunt</b> Revise: <b>little</b> CCV words containing 'ue' <b>blue true glue clue</b>	<b>Splat</b> Revise: <b>one</b> CCVC words containing 'or' sport <b>corks shorts forks</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit 'oi' within the word <b>spoil</b> . Teach 'oy' (usually comes at the end of a word) and discuss that they make the same sound.  Model Blending to read: <b>boy enjoy floy</b> Segmenting to spell: <b>toy Roy</b> Teach tricky word: <b>looked</b>	Revisit 'ur' within the word <b>church</b> . Teach 'ir' (there is no best guess for this) and discuss that they make the same sound.  Model Blending to read: <b>third bird quiz</b> Segmenting to spell: <b>girl first</b> Teach tricky word: <b>called</b>	Revisit 'oo' within the word <b>spoon</b> . Teach 'ue' (usually comes at the end of a word) and discuss that they make the same sound.  Model Blending to read: <b>blue clue strue</b> Segmenting to spell: <b>true glue</b> Teach tricky word: <b>asked</b>	Revisit 'ue' within the word <b>blue</b> . Teach 'ue' (y (oo)) (usually comes at the end of a word) and discuss that they make the same sound.  Model Blending to read: <b>statue argue</b> Segmenting to spell: <b>cue value</b> Tricky words: <b>looked called asked</b>	Revisit 'or' within the word <b>forks</b> . Teach 'aw' (there is no best guess) and discuss that they make the same sound.  Model Blending to read: <b>draw claw flawp</b> Segmenting to spell: <b>saw yawn straw</b> Tricky words: <b>looked called asked</b>
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonics Detectives</b> Blend and/or segment <b>boy toy joy soy Roy enjoy loyal</b> <b>destroy royal annoying</b> Tricky word: <b>looked</b>	<b>Generation Game</b> Blend and/or segment <b>sir girl birds first dirt skirt shirt third squirt birthday</b> Tricky words: <b>looked called</b>	<b>Puppet Game</b> Blend and/or segment <b>clue blue Sue glue cruel bluebell untrue gruesome</b> Tricky words: <b>looked called asked</b>	<b>Magic Words</b> Blend and/or segment <b>due rescue value cue fuel argue venue overdue avenue</b> Tricky words: <b>looked called asked</b>	<b>Countdown</b> Blend and/or segment <b>saw paw saw yawn raw claw shawl draw jaw lawn straw crawl awful jigsaw dawn Dawn prawn squawk frogspawn</b> Tricky words: <b>looked called asked</b>
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Abracadabra</b> Read and/or write <b>The boy looked at his toy.</b>	<b>Silly Voices</b> Read and/or write <b>The girl called to the bird in the clouds.</b>	<b>Sentence Reveal</b> Read and/or write <b>Sue looked at her blue skirt.</b>	<b>Abracadabra</b> Read and/or write <b>The statue asked for a snooker cue!</b>	<b>Jet Set</b> Read and/or write <b>Dawn asked to crawl on the lawn.</b>

Further Graphemes for Reading and Writing															
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: <b>do</b> CCVC and CVCC words containing 'w' <b>twin twig swim wimp weeps</b>	Countdown Revise: <b>when</b> Polysyllabic words containing 'f' <b>fifteen helpful forget drifting</b>	Phonic Aerobics Revise: <b>out</b> Combination of words with adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC	Grapheme/Word Hunt Revise: <b>what</b> Combination of words with adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC	Splat Revise: <b>do what out when said (Phase 4)</b> <b>oh their could there</b>										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit 'w' within the words <b>web</b> and <b>twin</b> (can come at the start and middle of words) Teach 'wh' (always comes at the start of a word) and discuss that they make the same sound. Model Blending to read: <b>whizz wheel</b> <b>whid</b> Segmenting to spell: <b>whip</b> <b>whisk</b> Teach tricky word: <b>oh</b>	Revisit 'f' within the word <b>flask</b> . Teach 'ph' (can be at the beginning or middle of a word) and discuss that they make the same sound. Model Blending to read: <b>Phil phonics</b> <b>waiph</b> Segmenting to spell: <b>graph</b> <b>alphabet</b> Teach tricky word: <b>their</b> <b>(compare to there)</b>	Revisit 'oo' within the word <b>spoon</b> and 'ue' within the word <b>blue</b> . Teach 'ew' (always comes at the end of a word) and discuss that they make the same sound. Model Blending to read: <b>flew screw</b> <b>strew</b> Segmenting to spell: <b>chew</b> <b>grew</b> Teach tricky word: <b>could</b>	Revisit 'ew' within the word <b>flew</b> . Teach 'ew' within the word <b>new</b> (comes in the middle and at the end of a word). Model Blending to read: <b>stew newt</b> <b>nephew</b> Segmenting to spell: <b>new few</b> Tricky words: <b>oh their (compare to there) could</b>	Re-visit all graphemes from this week: <b>wh</b> , <b>ph</b> , and <b>ew</b> .  Model Blending to read: <b>whisper phew</b> <b>threw nephew</b> Segmenting to spell: <b>when</b> <b>dolphin screw few</b> Tricky words: <b>oh their (compare to there) could</b>										
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	Popcorn Blend and/or segment <b>whizz</b> <b>when</b> <b>which</b> <b>wheel</b> <b>whirl</b> <b>whip</b> <b>whisk</b> <b>whisper</b> <b>wheelchair</b> <b>whiskers</b> Tricky word: <b>oh</b>	Secret Words Blend and/or segment <b>phonics</b> <b>phew</b> <b>Phillip</b> <b>dolphin</b> <b>elephant</b> <b>alphabet</b> <b>graph</b> <b>phantom</b> <b>orphan</b> Tricky words: <b>oh their</b> <b>(compare to there)</b>	Cross the River Blend and/or segment <b>drew</b> <b>brew</b> <b>flew</b> <b>Andrew</b> <b>threw</b> <b>grew</b> <b>chew</b> <b>screw</b> <b>crew</b> <b>cashew</b> <b>shrew</b> Tricky words: <b>oh their</b> <b>(compare to there) could</b>	Zoo Keepers Blend and/or segment <b>new</b> <b>stew</b> <b>few</b> <b>newt</b> <b>nephew</b> <b>skewer</b> <b>pew</b> <b>dew</b> <b>Matthew</b> Tricky words: <b>oh their (compare to there) could</b>	Bingo Blend and/or segment a variety of words from throughout the week.  Tricky words: <b>oh their (compare to there) could</b>										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Yes/No Read and/or write <b>Can you whisper?</b> <b>Can you spin the wheels on a wheelchair?</b> <b>Are you glad when you see the sun?</b>	Silly Sentences Read and/or write <b>An elephant has the tail of a dolphin.</b>	Famous Phone Call Read and/or write <b>Andrew could chew his lunch.</b>	Finish the Sentence Read and/or write <b>My nephew got a new...</b> Words: <b>newt</b> <b>screw</b> <b>stew</b>	<b>The Phonics Factor</b> <b>Words:</b> <table border="1"> <tr> <td><b>wheel</b></td> <td><b>their</b></td> </tr> <tr> <td><b>dolphin</b></td> <td><b>oh</b></td> </tr> <tr> <td><b>grew</b></td> <td><b>people</b></td> </tr> <tr> <td><b>new</b></td> <td><b>could</b></td> </tr> <tr> <td><b>phonics</b></td> <td><b>Mr/Mrs</b></td> </tr> </table>	<b>wheel</b>	<b>their</b>	<b>dolphin</b>	<b>oh</b>	<b>grew</b>	<b>people</b>	<b>new</b>	<b>could</b>	<b>phonics</b>	<b>Mr/Mrs</b>
<b>wheel</b>	<b>their</b>														
<b>dolphin</b>	<b>oh</b>														
<b>grew</b>	<b>people</b>														
<b>new</b>	<b>could</b>														
<b>phonics</b>	<b>Mr/Mrs</b>														

Further Graphemes for Reading and Writing					
Phase 5 Week 4: oe au a-e e-e		Tricky words: water where who	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: <b>so</b> CCVC and CVCC words containing 'oa' float groan roast boast	Countdown Revise: <b>have</b> CCCV, CCVC, CCV, CCVC words containing 'aw' straw crawl claw prawn	Phonic Aerobics Revise: <b>like</b> Polysyllabic words containing 'ay' display holiday yesterday motorway <b>betray</b>	Grapheme/Word Hunt Revise: <b>some</b> Polysyllabic words containing 'ea' teacher daydream treatment underneath	Splat Revise: <b>so have like some come (Phase 4)</b> <b>water where who</b>
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit 'oa' within the words <b>float</b> and <b>roast</b> . Teach 'oe'. (This is a less common spelling of 'oa')  Model: Blending to read: goes tiptoe <b>throep</b> Segmenting to spell: toe Joe Teach HF word: <b>water</b>	Revisit 'or' within the words <b>shorts</b> and <b>sport</b> and 'aw' within the words <b>straw</b> and <b>prawn</b> . Teach 'au' ('au' never comes at the end of a word).  Model: Blending to read: launch author <b>draunch</b> Segmenting to spell: Paul flaunt Teach HF word: <b>where</b>	Revisit 'ay' within the words <b>display</b> and <b>Thursday</b> and 'ai' within the words <b>paint</b> and <b>brain</b> . Teach 'a-e' (this is the best guess spelling for 'ai')  Model: Blending to read: <b>came grape stame</b> Segmenting to spell: <b>made snake</b> Teach HF word: <b>who</b>	Revisit 'ee' within the words <b>street</b> and <b>speech</b> and 'ea' within the words <b>each</b> and <b>beast</b> . Teach 'e-e'('e-e' is a less common spelling of 'ee') Model: Blending to read: <b>swede Steve sheme</b> Segmenting to spell: <b>theme Pete</b> HF words: <b>water where who</b>	Re-visit all graphemes from this week: <b>oe, au, a-e and e-e</b> .  Model: Blending to read: <b>Joe launch name complete</b> Segmenting to spell: <b>toe August made swede</b> HF words: <b>water where who</b>
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Magic Words Blend and/or segment goes toe hoe Joe tiptoe toenail <b>woe</b> HF words: <b>water</b>	Puppet Game Blend and/or segment August author Paul flaunt launch <b>haul automatic</b> HF words: <b>water where</b>	Phonics Detectives Blend and/or segment ate <b>take cake gave made came shame grape amaze snake same game name escape blame lame</b> HF words: <b>water where who</b>	Generation Game Blend and/or segment extreme Eve swede theme Pete Steve complete concrete <b>athlete trapeze</b> HF words: <b>water where who</b>	Countdown Blend and/or segment a variety of words from throughout the week. HF words: <b>water where who</b>
Apply <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Sentence Substitution Read and/or write A boy called Joe hurt his toe. Words: Phillip, burnt, potatoes	Sentence Reveal (Question) Read and/or write <b>Where</b> did Paul launch his blue jet?	Abracadabra (Question) Read and/or write <b>Who</b> will make me a cake for my snake?	Silly Voices Read and/or write Pete the athlete made lunch with a glass of <b>water</b> .	Jet Set Read and/or write They ate grapes in the <b>water</b> . The author was born in August. Eve goes to eat a swede.

Further Graphemes for Reading and Writing																	
Phase 5 Week 5: i-e o-e u-e /yoo/u-e Tricky words: again thought through			Pseudo Word Examples	High Frequency Words	Stretch and Challenge												
	Monday	Tuesday	Wednesday	Thursday	Friday												
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise <b>were</b> CCVC words containing 'ie' cried dried fries spied	Countdown Revise: <b>there</b> Combination of words with adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC	Phonic Aerobics Revise: <b>little</b> Range of words containing split digraphs 'a-e' and 'e-e' lake date gave mistake theme <b>these</b> complete delete	Grapheme/Word Hunt Revise: <b>one</b> Range of words containing split digraphs 'i-e' and 'o-e' time slime glide <b>inside</b> robe cone remote backbone	Splat Revise: <b>were there little one (Phase 4)</b> <b>again thought through</b>												
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit 'igh' within the words <b>tonight</b> and <b>bright</b> and 'ie' in the words <b>fried</b> and <b>lied</b> and 'I' as a word. Teach 'i-e'('i-e' is overall the best guess spelling of 'igh'). Model: Blending to read: <b>ride white</b> <b>scrime</b> Segmenting to spell: <b>live</b> slide Teach HF word: <b>again</b>	Revisit 'oa' in the words <b>coast</b> and <b>groan</b> and 'oe' in the words <b>Joe</b> and <b>goes</b> . Teach 'o-e' ('o-e' is the best guess spelling of 'oa'). Model: Blending to read: <b>joke</b> stone <b>swope</b> Segmenting to spell: <b>home</b> <b>broke</b> Teach HF word: <b>thought</b>	Revisit 'oo' in the words <b>droop</b> and <b>scoop</b> and 'ue' in the words <b>Sue</b> and <b>glue</b> Teach 'u-e' ('u-e' and 'oo' are the best guess spellings for 'oo'). Model: Blending to read: flute <b>zude</b> Segmenting to spell: rule <b>prune</b> Teach HF word: <b>through</b>	Revisit 'u-e' in the words <b>rude</b> and <b>Sue</b> from yesterday. Teach <b>/yoo/</b> 'u-e' ('u-e' and 'oo' are the best guess spellings for 'oo'). Model: Blending to read: <b>cube</b> fume refuse Segmenting to spell: <b>cute</b> <b>mute</b> HF words: <b>again thought</b> <b>through</b>	Re-visit all graphemes from this week: <b>i-e</b> , <b>o-e</b> , <b>u-e</b> and <b>/yoo/ u-e</b>  Model: Blending to read: <b>pipe</b> hope <b>prune</b> cute Segmenting to spell: <b>hide</b> code <b>flute</b> <b>cube</b> HF words: <b>again thought through</b>												
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Secret Words Blend and/or segment <b>time</b> <b>live</b> <b>white</b> <b>liked</b> kite prize <b>inside</b> <b>side</b> <b>outside</b> <b>shine</b> <b>ripe</b> <b>pine</b> <b>line</b> <b>slide</b> <b>ride</b> hide <b>pipe</b> <b>inside</b> <b>invite</b> <b>glide</b> HF word: <b>again</b>	Popcorn Blend and/or segment <b>home</b> <b>those</b> <b>bone</b> <b>stone</b> <b>rode</b> mole nose choke throne poke telescope <b>trombone</b> <b>awoke</b> <b>explode</b> HF words: <b>again</b> <b>thought</b>	Zoo Keepers Blend and/or segment <b>rude</b> <b>rule</b> <b>prune</b> <b>flute</b> <b>include</b> <b>salute</b> <b>brute</b> HF words: <b>again</b> <b>thought</b> <b>through</b>	Bingo Blend and/or segment <b>cube</b> <b>use</b> <b>fume</b> <b>cute</b> <b>mute</b> <b>refuse</b> <b>volume</b> HF words: <b>again</b> <b>thought</b> <b>through</b>	Cross the River Blend and/or segment a variety of words from throughout the week. HF words: <b>again</b> <b>thought</b> <b>through</b>												
Apply <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Silly Sentences Read and/or write <b>Invite the kite to shine.</b>	Yes/No Read and/or write <b>Can you play alone again?</b> Did you hear something explode in the phone?	Finish the Sentence Read and/or write <b>I thought</b> the flute was... Words: white fake mine broke wide	Famous Phone Call Read and/or write <b>Mute the volume again.</b>	The Phonics Factor Words: <table border="1"><tr><td>slide</td><td>again</td></tr><tr><td>home</td><td>through</td></tr><tr><td>rule</td><td>thought</td></tr><tr><td>cute</td><td></td></tr><tr><td>hide</td><td></td></tr><tr><td>phone</td><td></td></tr></table>	slide	again	home	through	rule	thought	cute		hide		phone	
slide	again																
home	through																
rule	thought																
cute																	
hide																	
phone																	

Alternative Pronunciations for Graphemes															
Phase 5 Week 6: i o c g HF words: work mouse many Pseudo Word Examples High Frequency Words Stretch and Challenge															
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>Mr</b> Range of words containing 'ay' and 'a-e' including <b>pseudo</b> words.	<b>Countdown</b> Revise: <b>Mrs</b> Range of words containing 'i' making the /igh/ sound taught yesterday including <b>pseudo</b> words.	<b>Phonic Aerobics</b> Revise <b>people</b> Range of words containing 'o' using the /oa/ sound taught yesterday including <b>pseudo</b> words.	<b>Grapheme/Word Hunt</b> Revise: <b>looked</b> Range of words containing 'o' using the /u/ sound.	<b>Splat</b> Revise: <b>called</b> Range of words containing 'c' using the /s/ sound taught yesterday including <b>pseudo</b> words.										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach alternative pronunciation of 'i'. Explain that sometimes when we read a word with 'i', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /igh/ sound.  Model Blending to read: <b>bin</b> stick <b>find</b> behind Segmenting to spell: <b>mind</b> child Teach HF word: <b>work</b>	Teach alternative pronunciation of 'o'. Explain that sometimes when we read a word with 'o', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /oa/ sound.  Model Blending to read: <b>not</b> going <b>only</b> don't Segmenting to spell: <b>both</b> open Teach HF word: <b>mouse</b>	Teach alternative pronunciation of 'o'. Explain that sometimes when we read a word with 'o', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /u/ sound.  Model Blending to read: fun glum <b>mother</b> nothing Segmenting to spell: <b>other</b> front Teach HF word: <b>many</b>	Teach alternative pronunciation of 'c'. Explain that sometimes when we read a word with 'c', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /s/ sound.  Model Blending to read: cod cap rice <b>space</b> Segmenting to spell: <b>face</b> spice HF words: <b>work</b> mouse many	Teach alternative pronunciation of 'g'. Explain that sometimes when we read a word with 'g', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /j/ sound.  Model Blending to read: goat gale <b>magic</b> giant Segment to spell: gel ginger HF words: <b>work</b> mouse many										
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Cross the River</b> Blend and/or segment <b>find</b> blind behind lid kill grit mint fin tin mind kind child bin stick grind remind <b>iris</b> <b>idol</b> crisis HF word: <b>work</b>	<b>Popcorn</b> Blend and/or segment <b>over</b> going most no hot open not both spot go so got rot lot <b>bonus</b> <b>focus</b> <b>omit</b> <b>robot</b> HF words: <b>work</b> mouse	<b>Zoo Keepers</b> Blend and/or segment <b>mother</b> coming <b>other</b> another dozen worry wonder Monday month front another nothing <b>London</b> <b>comfort</b> smother HF words: <b>work</b> mouse many	<b>Secret Words</b> Blend and/or segment <b>place</b> cell acid coat nice advice rice ice spice pencil <b>replace</b> entice pace <b>circus</b> HF words: <b>work</b> mouse many	<b>Bingo</b> Blend and/or segment <b>giant</b> <b>magic</b> got age cage page strange gent gem gets ginger gale <b>tragic</b> <b>fragile</b> <b>gigantic</b> HF words: <b>work</b> mouse many										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>The child finds a stick.</b>	<b>Yes/No</b> Read and/or write <b>Can a mouse open books?</b> <b>Can you click your fingers with both hands?</b> <b>Can robots work?</b>	<b>The Phonics Factor</b> <b>Words:</b> <table border="1"> <tr> <td>mother</td> <td>mouse</td> </tr> <tr> <td>Monday</td> <td>many</td> </tr> <tr> <td>other</td> <td>work</td> </tr> <tr> <td>front</td> <td></td> </tr> <tr> <td>nothing</td> <td></td> </tr> </table>	mother	mouse	Monday	many	other	work	front		nothing		<b>Silly Voices</b> Read and/or write <b>This place has ice, spice, rice and many pencils.</b>	<b>Silly Sentence</b> Read and/or write <b>Many giants like hair gel on their fringe.</b>
mother	mouse														
Monday	many														
other	work														
front															
nothing															

Alternative Pronunciations for Graphemes					
Phase 5 Week 7: u ow ie ea HF words: laughed because different Pseudo Word Examples High Frequency Words Stretch and Challenge					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>asked</b> Range of words containing 'g' making the /j/ sound taught last week.	<b>Countdown</b> Revise: <b>oh</b> Range of words containing 'u' sound making the /y (oo)/ taught yesterday.	<b>Phonic Aerobics</b> Revise: <b>their</b> Range of words containing 'ow' making the /oa/ sound taught yesterday including <b>pseudo</b> words.	<b>Grapheme/Word Hunt</b> Revise: <b>could</b> Range of words containing 'ie' making the /ee/ sound taught yesterday	<b>Splat</b> Revise: <b>work mouse many asked oh their could laughed because different</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach alternative pronunciation of 'u'. Explain that sometimes when we read a word with 'u', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /y (oo)/ sound. Model Blending to read: <b>under pudding human stupid</b> Segmenting to spell: <b>music unit</b> Teach HF word: <b>laughed</b>	Teach alternative pronunciation of 'ow'. Explain that sometimes when we read a word with 'ow', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /oa/ sound. Model Blending to read: <b>now brown snow elbow</b> Segmenting to spell: <b>grow window</b> Teach HF word: <b>because</b>	Teach alternative pronunciation of 'ie'. Explain that sometimes when we read a word with 'ie', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /ee/ sound. Model Blending to read: <b>pie chief priest cookie</b> Segmenting to spell: <b>field shield</b> Teach HF word: <b>different</b>	Teach alternative pronunciation of 'ea'. Explain that sometimes when we read a word with 'ea', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /e/ sound. Model Blending to read: <b>treat bread weather</b> Segmenting to spell: <b>head sweat</b> HF words: <b>laughed because different</b>	Revisit all alternative pronunciations from this week: <b>u /y(oo)/</b> <b>ow /oa/</b> <b>ie /ee/</b> <b>ea /e/</b>  Model Blending to read: <b>uniform bungalow Barbie leather</b> Segmenting to spell: <b>unicorn shadow thief bread</b> HF words: <b>laughed because different</b>
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonics Detectives</b> Blend and/or segment <b>music human under stupid up sudden bus put pudding us unicorn fun hunt union unit</b> HF word: <b>laughed</b>	<b>Generation Game</b> Blend and/or segment <b>snow window grow gown tow brown down slow how low growl show elbow arrow below narrow bungalow</b> HF words: <b>laughed because</b>	<b>Puppet Game</b> Blend and/or segment <b>field shriek priest brief chief shield thief tie pie cried tried fried cookie diesel bodies handkerchief</b> HF words: <b>laughed because different</b>	<b>Magic Words</b> Blend and/or segment <b>head bread deaf dead sweat bead meat treat pleat beat threat weapon meadow heaven</b> HF words: <b>laughed because different</b>	<b>Countdown</b> Blend and/or segment a variety of words from throughout this week. HF words: <b>laughed because different</b>
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Abracadabra</b> Read and/or write <b>The human laughed at the unicorn.</b>	<b>Silly Voices</b> Read and/or write <b>Throw the arrow below the window.</b>	<b>Sentence Reveal</b> Read and/or write <b>The priest was in the field because he was looking for his handkerchief.</b>	<b>Famous Phone Call</b> Read and/or write <b>He hurt his head at breakfast.</b>	<b>Jet Set</b> Read and/or write <b>There is a brown cow in the field. I can hear some different music in the meadow.</b>

Alternative Pronunciations for Graphemes					
	Phase 5 Week 8: er ch a HF words: any eyes friends Pseudo Word Examples High Frequency Words Stretch and Challenge				
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>water</b> Range of words containing 'ea' making the /e/ sound taught last week including <b>pseudo</b> words.	<b>Countdown</b> Revise: <b>where</b> Range of words containing 'er' making the /ur/ and /uh/ (schwa) including <b>pseudo</b> words.	<b>Phonic Aerobics</b> Revise: <b>who</b> Range of words containing 'ch' making the /c/ sound including <b>pseudo</b> words.	<b>Grapheme/Word Hunt</b> Revise: <b>again</b> Range of words containing 'ch' making the /sh/ sound including <b>pseudo</b> words.	<b>Splat</b> Revise: <b>thought</b> Range of words containing 'a' making the /o/ sound.
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach alternative pronunciation of 'er'. Explain that sometimes this makes the /ur/ sound ( <b>herb</b> ) and it also makes a short /uh/ sound (schwa) at the end of polysyllabic words ( <b>after</b> ).  Model Blending to read: <b>after never perm stern</b> Segmenting to spell: <b>herb fern</b> Teach HF word: <b>any</b>	Teach alternative pronunciation of 'ch'. Explain that sometimes when we read a word with 'ch', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /c/ sound.  Model Blending to read: <b>chimpanzee chatting chorus Christmas</b> Segment to spell: <b>school Chris</b> Teach HF word: <b>eyes</b>	Teach alternative pronunciation of 'ch'. Explain that sometimes when we read a word with 'ch', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /sh/ sound.  Model Blending to read: <b>cheek chef parachute</b> Segmenting to spell: <b>chef chute</b> Teach HF word: <b>friends</b>	Teach alternative pronunciation of 'a'. Explain that sometimes when we read a word with 'a', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /o/ sound.  Model Blending to read: <b>flash want wasp squash</b> Segment to spell: <b>what wash</b> HF words: <b>any eyes friends</b>	Teach alternative pronunciation of 'a'. Explain that sometimes when we read a word with 'a', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /ai/ sound.  Model Blending to read: <b>Amazon acorn bacon paper</b> Segment to spell: <b>paper April</b> HF words: <b>any eyes friends</b>
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Cross the River</b> Blend and/or segment <b>never under ever after better water river Oliver nicer farmer bigger letter herb germs fern deliver stern permanent</b> HF word: <b>any</b>	<b>Popcorn</b> Blend and/or segment <b>school technical chemical Christmas chord chorus Chris character chip chart rich chatting architect stomach</b> HF words: <b>any eyes</b>	<b>Zoo Keepers</b> Blend and/or segment <b>chef Charlotte church chest chew parachute chiffon brochure machine</b> HF words: <b>any eyes friends</b>	<b>Secret Words</b> Blend and/or segment <b>want wanted wander wasp squash swan wash what wallet scald swab squad</b> HF words: <b>any eyes friends</b>	<b>Phonic Detectives</b> Blend and/or segment <b>April acorn paper radio alien bacon crater apricot narrator alligator</b> HF words: <b>any eyes friends</b>

Alternative Pronunciations for Graphemes					
	Phase 5 Week 8: er ch a HF words: any eyes friends Pseudo Word Examples High Frequency Words Stretch and Challenge				
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>The gardener grows any herbs and ferns that he can find.</b>	<b>Yes/No</b> Read and/or write <b>Do you like Christmas?</b> <b>Do you like to sing the chorus?</b> <b>Can your eyes see chimpanzees?</b>	<b>Abracadabra</b> Read and/or write <b>The chef shot down the water chute with his friends.</b>	<b>Silly Sentence</b> Read and/or write <b>My friends can wash any wasps and swans.</b>	<b>Sentence Substitution</b> Read and/or write <b>The aliens play with the... paper radio bacon craters alligator's eyes</b>

Alternative Pronunciations for Graphemes					
	Phase 5 Week 9: e y ou HF words: once please	Pseudo Word Examples	High Frequency Words	Stretch and Challenge	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>water where who again thought any eyes friends</b>	<b>Countdown</b> Revise: <b>through</b> Range of words including 'e' making the /ee/ sound.	<b>Phonic Aerobics</b> Revise: <b>work mouse</b> Range of words including 'y' making the /igh/ sound.	<b>Grapheme/Word Hunt</b> Revise: <b>many</b> Range of words including 'y' making the /ee/ sound.	<b>Splat</b> Revise: <b>laughed</b> Range of words including 'ou' making the /u/ sound including pseudo words.
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach alternative pronunciation of 'e'. Explain that sometimes when we read a word with 'e', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /ee/ sound.  Model Blending to read: <b>speck began deliver Venus</b> Segment to spell: <b>belong secret</b> Teach HF word: <b>once</b>	Teach alternative pronunciation of 'y'. Explain that sometimes when we read a word with 'y', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /igh/ sound.  Model Blending to read: <b>yawn why sky July</b> Segmenting to spell: <b>fly dry</b> Teach HF word: <b>please</b>	Teach alternative pronunciation of 'y'. Explain that sometimes when we read a word with 'y', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /ee/ sound.  Model Blending to read: <b>year baby hairy crunchy</b> Segmenting to spell: <b>very happy</b> HF words: <b>once please</b>	Teach alternative pronunciation of 'ou'. Explain that sometimes when we read a word with 'ou', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /u/ sound. (Consider exploring 'gh' making /f/ to extend the range of words linked to 'ou' e.g. tough).  Model Blending to read: <b>mud touch country Douglas (rough)</b> Segmenting to spell: <b>young touch (tough)</b> HF words: <b>once please</b>	Teach alternative pronunciation of 'ou'. Explain that sometimes when we read a word with 'ou', we need to ensure we select the correct pronunciation. This may mean reading it again but using the /oo/ sound.  Model Blending to read: <b>you coupon toucan</b> Segmenting to spell: <b>soup group</b> HF words: <b>once please</b>
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Bingo</b> Blend and/or segment <b>began he she we me be deliver secret female genius belong decide equal Venus dandelion he's detect venue</b> HF word: <b>once</b>	<b>Phonics Detectives</b> Blend and/or segment <b>fly by why dry reply try my July sky by yet yellow yap yawn yards yoyo multiply magnify</b> HF words: <b>once please</b>	<b>Generation Game</b> Blend and/or segment <b>baby very every floppy really suddenly everyone carry hairy spooky holly lolly merry mummy daddy crunchy happy memory injury</b> HF words: <b>once please</b>	<b>Puppet Game</b> Blend and/or segment <b>young touch cousin Douglas jealous country nourish courage</b> Words with 'gh' rough tough enough HF words: <b>once please</b>	<b>Countdown</b> Blend and/or segment a variety of words from throughout this week including 'ou' words. HF words: <b>once please</b>

Alternative Pronunciations for Graphemes															
	Phase 5 Week 9: e y ou HF words: once please Pseudo Word Examples High Frequency Words Stretch and Challenge														
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Apply</b> <i>Include newly taught graphemes and tricky /HF words combined with previous learning.</i>	<b>The Phonics Factor Words:</b> <table border="1"> <tr><td>he</td><td>looked</td></tr> <tr><td>she</td><td>called</td></tr> <tr><td>began</td><td>asked</td></tr> <tr><td>deliver</td><td>Mr</td></tr> <tr><td>secret</td><td>once</td></tr> </table>	he	looked	she	called	began	asked	deliver	Mr	secret	once	<b>Abracadabra (Question)</b> Read and/or write <b>Please can I fly in the sky?</b>	<b>Silly Voices</b> Read and/or write <b>Once</b> Billy and Molly saw a silly spooky spider.	<b>Jet Set</b> Read and/or write <b>My cousin Douglas</b> lives in another country.	<b>Famous Phone Call</b> Read and/or write <b>Please don't touch my crunchy bacon soup.</b>
he	looked														
she	called														
began	asked														
deliver	Mr														
secret	once														

Alternative Spellings for Phonemes					
	Phase 5 Week 10: /ee/ ee ea y ie e-e e ey HF words: I'm I'll lets Pseudo Word Examples High Frequency Words Stretch and Challenge				
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>because</b> Range of words including <b>ou</b> making the /oo/ sound taught in the previous week. Include a <b>pseudo word</b> .	<b>Stand Up Bingo</b> Revise: <b>different</b> Range of words including <b>ea</b> making the /ee/ sound taught yesterday. Include a <b>pseudo word</b> .	<b>Countdown</b> Revise: <b>any</b> Range of words including <b>e-e</b> making the /ee/ sound taught yesterday. Include a <b>pseudo word</b> .	<b>Phonics Aerobics</b> Revise: <b>eyes</b> Range of words including <b>e-e</b> and <b>ie</b> making the /ee/ sound taught yesterday. Include a <b>pseudo word</b> .	<b>Splat</b> Revise: <b>friends</b> Range of words including <b>ie</b> and <b>y</b> making the /ee/ sound taught yesterday. Include a <b>pseudo word</b> .
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on <b>ee</b> sound and explain that there are several ways of spelling /ee/ <b>bleeding</b> Teach digraph: <b>ea</b> Model Blending to read: <b>leader cleaner fleab</b> Segmenting to spell: <b>dreaming steamy</b> Teach HF word: <b>I'm</b>	Revisit previous spellings of /ee/ taught so far <b>ea ee</b> Teach split digraph: <b>e-e</b> Model Blending to read: <b>complete extreme glebe</b> Segmenting to spell: <b>evening delete</b> Teach HF word: <b>I'll</b>	Revisit previous spellings of /ee/ taught so far <b>ee ea e-e</b> Teach digraph: <b>ie</b> Model Blending to read: <b>shielding brownies</b> Segmenting to spell: <b>shriek tier clie</b> Teach HF word: <b>lets</b>	Revisit previous spellings of /ee/ taught so far <b>ee ea e-e ie</b> Teach grapheme: <b>y</b> Model Blending to read: <b>quickly everyone fancy deasty</b> Segmenting to spell: <b>penny lightly</b> HF words: <b>I'm I'll lets</b>	Revisit previous spellings of /ee/ taught so far <b>ee ea e-e ie y</b> Teach grapheme: <b>ey</b> Model Blending to read: <b>turkey chimney kidney</b> Segmenting to spell: <b>donkey trolley</b> HF words: <b>I'm I'll lets</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Cross the River</b> Blend and/or segment <b>leaf treat meat steamy dreaming teaspoon cleaner repeat teacher leader heap least season ordeal</b> HF word: <b>I'm</b>	<b>Popcorn</b> Blend and/or segment <b>even extreme Eve evening theme Pete Steve delete complete concede trapeze</b> HF words: <b>I'm I'll</b>	<b>Saluting Soldiers</b> Blend and/or segment <b>chief thief belief priest shriek bodies tier brief brownies studies relief</b> HF words: <b>I'm I'll lets</b>	<b>Secret Words</b> Blend and/or segment <b>really happy silly runny Molly penny fancy everyone lightly sadly quickly slowly penalty injury laundry fantasy</b> HF words: <b>I'm I'll lets</b>	<b>Bingo</b> Blend and/or segment <b>key Mickey valley chimney turkey jockey trolley chutney kidney medley money</b> HF words: <b>I'm I'll lets</b>
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>The teacher leads the school football team each season.</b>	<b>Silly Voices</b> Read and/or write <b>I'll go to the theme park to see the talented trapeze artist.</b>	<b>Yes/No</b> Read and/or write <b>Do you shriek when you see a spider?</b> <b>Can you see a priest in a church?</b> <b>Do you like brownies?</b>	<b>Silly Sentences</b> Read and/or write <b>Mr Berry had an injury after his penalty.</b>	<b>Sentence Substitution</b> Read and/or write <b>The jockey ate...</b> Words: <b>turkey chutney kidney pie</b>

Alternative Spellings for Phonemes																			
	Phase 5 Week 11: /ee/ ee ea y ie e-e ey HF words: small before great Pseudo Word Examples High Frequency Words Stretch and Challenge																		
	Monday	Tuesday	Wednesday	Thursday	Friday														
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky, and HF words to review.</i>	<b>Splat</b> Revise: <b>once please</b> Range of words including <b>ey</b> making the /ee/ sound.	<b>Phonic Aerobics</b> Revise: <b>small</b> Range of words including <b>e</b> and <b>ey</b> making the /ee/ sound. Include a <b>pseudo word</b> .	<b>Word Hunt (reading)</b> Revise: <b>great small once please because different any eyes friends I'm I'll let's</b>	<b>Nice to Meet You</b> Revise: <b>small great before</b> Range of words including /ee/ with a focus on <b>e-e ie y</b>	<b>Countdown</b> Revise: <b>small great before</b> Range of words including <b>ee ea e-e ie y ey e</b> Include <b>pseudo words</b> .														
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit previous spellings of /ee/ taught so far <b>ee ea e-e ie y and ey</b>  Teach grapheme: <b>e</b> Model Blending to read: <b>medium predict remind telam</b> Segmenting to spell: <b>relax secret</b> Teach HF word: <b>small</b>	Revisit previous spellings of /ee/ taught so far. Focus on blending and segmenting with <b>ee</b> and <b>ea</b>  <table border="1"><tr><td><b>ee</b></td><td><b>ea</b></td></tr><tr><td><b>meet</b></td><td><b>meat</b></td></tr></table> Model blending to read words containing <b>ee ea</b> . (See word bank). Demonstrate which column these words fit into. Model segmenting to spell words containing <b>ee ea</b> and demonstrate the correct spelling choice. Place in the correct column. Teach HF word: <b>before</b>	<b>ee</b>	<b>ea</b>	<b>meet</b>	<b>meat</b>	Revisit previous spellings of /ee/ taught so far <b>e-e ie y</b>  <table border="1"><tr><td><b>e-e</b></td><td><b>ie</b></td><td><b>y</b></td></tr><tr><td><b>Pete</b></td><td><b>thief</b></td><td><b>silly</b></td></tr></table> Add additional columns to the chart created yesterday. Model blending to read words containing <b>e-e ie y</b> (See word bank). Demonstrate which column these words fit into. Model segmenting to spell words containing <b>e-e ie y</b> and demonstrate the correct spelling choice. Place in the correct column. Teach HF word: <b>great</b>	<b>e-e</b>	<b>ie</b>	<b>y</b>	<b>Pete</b>	<b>thief</b>	<b>silly</b>	Revisit previous spellings of /ee/ taught so far <b>e ey</b>  <table border="1"><tr><td><b>e</b></td><td><b>ey</b></td></tr><tr><td><b>she</b></td><td><b>key</b></td></tr></table> Add additional columns to the chart created yesterday. Model blending to read words containing <b>e ey</b> (See word bank). Demonstrate which column these words fit into. Model segmenting to spell words containing <b>e ey</b> and demonstrate the correct spelling choice. Place in the correct column. HF words: <b>small great before</b>	<b>e</b>	<b>ey</b>	<b>she</b>	<b>key</b>	Model blending to read tricky words/high frequency words taught so far. Select according to the needs of the children.  Model writing tricky words/high frequency words taught so far. Select according to the needs of the children.
<b>ee</b>	<b>ea</b>																		
<b>meet</b>	<b>meat</b>																		
<b>e-e</b>	<b>ie</b>	<b>y</b>																	
<b>Pete</b>	<b>thief</b>	<b>silly</b>																	
<b>e</b>	<b>ey</b>																		
<b>she</b>	<b>key</b>																		
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Phonic Detectives</b> Blend and/or segment <b>began delay decide predict remind retake refund medium record relax behave behind demand vegan prehistoric detective</b> HF word: <b>small</b>	<b>Countdown Relay</b> Blend and/or segment <b>dream beast season sweets street creep speed treetop between reaching underneath daydream teal</b> HF word: <b>before</b>	<b>Magic Words</b> Blend and/or segment <b>these silly only shriek thief swede delete steamy athlete</b> HF words: <b>small great</b>	<b>Musical Words</b> Blend and/or segment <b>monkey honey trolley chutney kidney return fever refresh decay dandelion</b> HF words: <b>small great before</b>	<b>Read, Write, Word Swap</b> Select a collection of tricky words/high frequency words to use.														

## Alternative Spellings for Phonemes

Phase 5 Week 11: /ee/ ee ea y ie e-e e ey HF words: small great before Pseudo Word Examples High Frequency Words Stretch and Challenge

	Monday	Tuesday	Wednesday	Thursday	Friday								
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<p>Abracadabra Read <b>Can I have a small refund for the delay on the train?</b></p>	<p>Blankety Blank Read and/or write This ___ is tasty. meet or meat I like the ___side. see or sea This ___ I will read lots of books. week or weak ___ is a metal. steel or steal</p>	<p><b>The Phonics Factor</b> Write <b>Words</b></p> <table border="1"> <tr> <td>small</td> <td>athlete</td> </tr> <tr> <td>great</td> <td>thief</td> </tr> <tr> <td>before</td> <td>body</td> </tr> <tr> <td>please</td> <td>Billy</td> </tr> </table>	small	athlete	great	thief	before	body	please	Billy	<p>Sentence Reveal Read and/or write <b>The small monkey likes honey and dandelion chutney.</b></p>	<p><b>Famous Phone Call</b> Read and/or write Create a sentence using the tricky words/high frequency words and /ee/ spellings <b>ee ea e-e ie y ey e</b> practised during the week to play Famous Phone Call.</p>
small	athlete												
great	thief												
before	body												
please	Billy												

Alternative Spellings for Phonemes					
	Phase 5 Week 12: /oo/ oo ew u-e u-e /y(oo)/ ue ue /y(oo)/ ui HF words: jumped stopped pulled Pseudo Word Examples High Frequency Words Stretch and Challenge				
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Grapheme Hunt</b> Revise: <b>people</b> Range of words including the /oo/ sound, e.g. <b>hoof</b> <b>bathroom</b> <b>baboon</b> <b>shampoo</b> Include a <b>pseudo word</b> .	<b>Splat</b> Revise: <b>jumped</b> Range of words containing <b>ew</b> . Include a <b>pseudo word</b> .	<b>Phonics Aerobics</b> Revise: <b>stopped</b> Range of words containing <b>u-e /oo/ u-e /y(oo)/</b>	<b>Secret Words</b> Revise: <b>pulled</b> Range of words containing <b>ue (oo) ue /y(oo)/</b>	<b>Nice to Meet You</b> Revise: <b>jumped stopped pulled</b> <b>great small once please because different any eyes friends I'm I'll let's</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on <b>oo</b> sound and explain that there are several ways of spelling /oo/  Teach digraph: <b>ew</b> (usually only at the end of a word) Model Blending to read: <b>chew</b> <b>screw</b> <b>yawn</b> Segment to spell: <b>grew</b> <b>threw</b> Teach HF word: <b>jumped</b>	Revisit/teach split digraph: <b>u-e /oo/ u-e /y(oo)/</b> (this is the most common spelling)  Model Blending to read: <b>prune</b> <b>crube</b> <b>cute tube</b> Segmenting to spell: <b>rude</b> <b>June</b> <b>huge</b> Teach HF word: <b>stopped</b>	Revisit/teach digraph: <b>ue (oo)</b> <b>ue /y(oo)/</b>  Model Blending to read: <b>glue untrue</b> <b>splue</b> <b>fuel argue</b> Segmenting to spell: <b>clue</b> <b>rescue</b> Teach HF word: <b>pulled</b>	Consolidate /oo/ u-e u-e /y(oo)/ ue ue /y(oo)/ ui  Teach digraph: <b>ui</b> Model Blending to read: <b>fruit juice</b> <b>swimsuit</b> Segmenting to spell: <b>suit fruit</b> HF words: <b>jumped stopped</b> <b>pulled</b>	Consolidate /oo/ ew u-e u-e /y(oo)/ ue ue /y(oo)/ ui with selected words. Model blending to read and segmenting to write.
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Bingo</b> Blend and/or segment <b>loop</b> <b>zoo</b> <b>hoop</b> <b>noon</b> <b>spoon</b> <b>blew</b> <b>drew</b> <b>flew</b> <b>brew</b> <b>threw</b> <b>Andrew</b> <b>crew</b> <b>screw</b> <b>cashew</b> <b>jewel</b> HF word: <b>jumped</b>	<b>Popcorn</b> Blend and/or segment <b>prune</b> <b>flute</b> <b>rule</b> <b>include</b> <b>plume</b> <b>salute</b> <b>cube</b> <b>June</b> <b>cute</b> <b>tube</b> <b>huge</b> <b>fume</b> <b>computer</b> <b>volume</b> HF word: <b>stopped</b>	<b>Zoo Keepers</b> Blend and/or segment <b>clue</b> <b>blue</b> <b>glue</b> <b>true</b> <b>cruel</b> <b>untrue</b> <b>bluebell</b> <b>rescue</b> <b>duel</b> <b>gruesome</b> <b>overdue</b> <b>avenue</b> HF word: <b>pulled</b>	<b>Cross the River</b> Blend and/or segment <b>suit</b> <b>fruit</b> <b>fruity</b> <b>juice</b> <b>suitcase</b> <b>bruise</b> <b>recruit</b> <b>suitcase</b> <b>suited</b> HF words: <b>jumped stopped</b> <b>pulled</b>	<b>Musical Words</b> Blend and/or segment a range of words containing <b>oo</b> / <b>ew</b> <b>u-e</b> <b>u-e</b> / <b>y(oo)</b> / <b>ue</b> <b>ue</b> / <b>y(oo)</b> / <b>ui</b> HF words: <b>jumped stopped</b> <b>pulled</b>
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Superhero Code Cracker</b> Read and/or write <b>Andrew</b> <b>jumped</b> to the moon with his crew.	<b>Silly Sentence</b> Read and/or write <b>The rude prune</b> <b>stopped</b> the computer volume.	<b>Abracadabra</b> Read and/or write <b>Drew</b> <b>pulled</b> a clue to help rescue the zookeeper.	<b>Yes/No</b> Read and/or write <b>Can fruit have a bruise?</b> <b>Do you like fruit juice?</b>	<b>Scrambled Sentence</b> Read and/or write <b>Glue the jewel to the blue tube!</b>

Alternative spellings for phonemes					
	Phase 5 Week 13: /ai/ ai ay ey a-e eigh a ea	HF words: gone were	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: <b>Tricky word/s which need practice</b> Range of words including /oo/ ew u-e u-e /y(oo)/ ue ue /y(oo)/ ui Include a <b>pseudo word</b> .	Splat Revise: <b>gone</b> Range of words including <b>ay</b> and <b>ey</b>	Countdown Revise: <b>were</b> Range of words including <b>ai ay</b> and <b>ey</b> Include a <b>pseudo word</b> .	Grapheme/Word Hunt Revise: <b>gone were</b> Range of words including <b>ai ay</b> <b>ey a-e eigh</b> Include a <b>pseudo word</b> .	Phonic/Tricky Word Aerobics Revise: <b>let's I'll I'm could their gone were</b> plus further words which need practice.
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>ai</b> sound and explain that there are several ways of spelling /ai/ <b>again</b> Teach digraphs: <b>ay</b> and <b>ey</b> (usually only at the end of a word) Model Blending to read: <b>Thursday bray</b> Segmenting to spell: <b>Sunday</b> Blending to read: <b>they</b> Segmenting to spell: <b>grey</b> Teach HF word: <b>gone</b>	Revisit previous spellings of /ai/ taught so far <b>ai ay ey</b> Teach split digraph: <b>a-e</b> (this is the most common spelling) Model Blending to read: <b>gave pancake blafe</b> Segmenting to spell: <b>gate frame</b> Teach HF word: <b>were</b>	Revisit previous spellings of /ai/ taught so far <b>ai ay ey a-e eigh</b> Teach: <b>eigh</b> Model Blending to read: <b>eight sleigh</b> Segmenting to spell: <b>neigh eight</b> HF words: <b>gone were</b>	Revisit previous spellings of /ai/ taught so far <b>ai ay ey a-e eigh</b> Teach: <b>a and ea</b> Model blending to read: <b>apricot April steak great</b> Segmenting to spell: <b>paper break</b> HF words: <b>gone were</b>	Revisit previous spellings of /ai/ taught so far <b>ai ay ey a-e eigh a ea</b> <b>ai ay a-e</b> (focus on these three graphemes as they are the most common) Model Blending to read: <b>rainbow motorway arcade faint strabe</b> Segmenting to spell: <b>tails away cupcake</b> HF words: <b>gone were</b>
Practise <i>See word bank to select appropriate words for reading and writing.</i>	Guess That Word Blend and/or segment <b>away</b> <b>stray</b> <b>clay</b> <b>spray</b> <b>Thursday</b> <b>Friday</b> <b>Saturday</b> <b>Sunday</b> <b>motorway</b> <b>display</b> <b>delay</b> <b>portray</b> <b>they</b> <b>prey</b> <b>grey</b> <b>obey</b> <b>whey</b> <b>survey</b> <b>convey</b> <b>disobey</b> <b>surveyor</b> HF word: <b>gone</b>	Generation Game Blend and/or segment <b>take</b> <b>pancake</b> <b>cake</b> <b>made</b> <b>make</b> <b>came</b> <b>gave</b> <b>same</b> <b>flake</b> <b>cape</b> <b>name</b> <b>frame</b> <b>flake</b> <b>amaze</b> <b>escape</b> <b>relate</b> <b>inflate</b> <b>surname</b> <b>ablaze</b> HF word: <b>were</b>	Magic Words Blend and/or segment <b>eight</b> <b>eighteen</b> <b>neigh</b> <b>freight</b> <b>weight</b> <b>neighbour</b> <b>sleigh</b> <b>eighty</b> <b>eighth</b> <b>paperweight</b> <b>heavyweight</b> <b>neighbourhood</b> HF words: <b>gone were</b>	Phonic Football Blend and/or segment <b>paper</b> <b>apricot</b> <b>apron</b> <b>acorn</b> <b>April</b> <b>Amy</b> <b>alien</b> <b>vacant</b> <b>fragrant</b> <b>steak</b> <b>break</b> <b>great</b> <b>Eamonn</b> HF words: <b>gone were</b>	Saluting Soldiers Blend and/or segment <b>faint</b> <b>again</b> <b>tails</b> <b>sprain</b> <b>waiting</b> <b>portrait</b> <b>delay</b> <b>fray</b> <b>bay</b> <b>spray</b> <b>away</b> <b>today</b> <b>crayon</b> <b>fade</b> <b>hate</b> <b>grape</b> <b>came</b> <b>shake</b> <b>arcade</b> <b>cupcake</b> HF words: <b>gone were</b>

Alternative spellings for phonemes															
	Phase 5 Week 13: /ai/ ai ay ey a-e eigh a ea	HF words: gone were	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<p><b>Sentence Reveal</b> Read and/or write <b>Has the grey clay gone away?</b></p>	<p><b>The Phonics Factor</b> Write <b>Words:</b></p> <table border="1"> <tr><td>made</td><td>were</td></tr> <tr><td>cape</td><td>gone</td></tr> <tr><td>escape</td><td>I'm</td></tr> <tr><td>take</td><td>I'll</td></tr> <tr><td>pancake</td><td>I</td></tr> </table>	made	were	cape	gone	escape	I'm	take	I'll	pancake	I	<p><b>Abracadabra</b> Read <b>Eight neighbours have gone to see Santas sleigh.</b></p>	<p><b>Yes/ No</b> Read and/or write <b>Do aliens eat apricots?</b> <b>Is April a great time for a holiday?</b> <b>Is paper made from acorns?</b></p>	<p><b>Finish the Sentence</b> Read and/or write <b>Mrs May came down the lane with...</b> <b>grapes cupcakes crayons rainbow cakes</b></p>
made	were														
cape	gone														
escape	I'm														
take	I'll														
pancake	I														

Alternative spellings for phonemes					
	Phase 5 Week 14: /igh/ igh ie i-e y i	HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Secret Words</b> Revise: <b>gone were</b> Range of words including <b>ai ay a-e</b> Include <b>pseudo words.</b>	<b>Grapheme/Word Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>igh ie</b>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>igh ie i-e.</b> Include a <b>pseudo word.</b>	<b>Phonics Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>igh ie i-e y</b>	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>igh ie i-e y i</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>igh</b> sound and explain that there are several ways of spelling <b>/igh/ bright</b>  Teach digraph: <b>ie</b> Model Blending to read: <b>tried cried untie brie</b> Segmenting to spell: <b>pie fried</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/igh/</b> taught so far <b>igh ie</b>  Teach split digraph: <b>i-e</b> (this is the most common spelling) Model Blending to read: <b>inside white sunshine trife</b> Segmenting to spell: <b>crime five</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/igh/</b> taught so far <b>igh ie i-e</b>  Teach: <b>y</b> Model Blending to read: <b>shy July reply</b> Segmenting to spell: <b>why dry</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/igh/</b> taught so far <b>igh ie i-e y</b>  Teach: <b>i</b> Model Blending to read: <b>pilot silent remind</b> Segmenting to spell: <b>wild child</b> <b>Tricky words/HF words which need practice</b>	Consolidate <b>igh ie i-e y i</b>  <b>igh i-e</b> (focus on these two graphemes as they are the most common) Model Blending to read: <b>higher twice scribe beehive jigh</b> Segmenting to spell: <b>night lighter shine flibe</b> <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Musical Words</b> Blend and/or segment <b>pie lie cried spied tie tried fries replied fried lied magpie untie satisfied applied</b> <b>Tricky words/HF words which need practice</b>	<b>Cross the River</b> Blend and/or segment <b>white liked inside glide five fine nine crime bike kite pike shine sunshine ride drive bride wife prize nice invite pride divine grapevine dime</b> <b>Tricky words/HF words which need practice</b>	<b>Popcorn</b> Blend and/or segment <b>why fly by try my dry cry spy fry reply shy July multiply magnify apply</b> <b>Tricky words/HF words which need practice</b>	<b>Phonic Detectives</b> Blend and/or segment <b>find mind kind wild pint tiger blind child grind behind pilot remind final silent iris idol crisis icon</b> <b>Tricky words/HF words which need practice</b>	Bingo Blend and/or segment <b>might night higher lighter bright midnight spotlight highlight sunlight highway delight prize drive dine tide slide slime lime spine smile sunshine whine swipe chime</b> <b>Tricky words/HF words which need practice</b>

Alternative spellings for phonemes					
Phase 5 Week 14: /igh/ igh ie i-e y i	HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Jet Set</b> Read and/or write <b>The magpie cried when the pie was gone.</b> She tried some fried eggs.	<b>Yes/No</b> Read <b>Can you find out who did the crime?</b> <b>Can you make the bike shine?</b> <b>Can you invite lots of people to eat a birthday cake?</b>	<b>Abracadabra</b> Write <b>Why did the spy start to cry in July?</b>	<b>Sentence Substitution</b> Read and/or write <b>The child is kind.</b> <b>Words:</b> <b>wild silent tiger pilot</b>	<b>Scrambled Sentence</b> Write <b>At midnight the slime slips down my spine!</b>

Alternative spellings for phonemes															
	Phase 5 Week 15: /oa/ oa ow oe o-e o ol oul	HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: <b>Tricky words/HF words which need practice</b> Range of words including igh ie i-e y i	Splat Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow. Include a <b>pseudo word</b> .	Countdown Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow oe	Grapheme Hunt Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow oe o-e. Include a <b>pseudo word</b> .	Phonic Aerobics Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow oe o-e o Include a <b>pseudo word</b> .										
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>oa</b> sound and explain that there are several ways of spelling /oa/ <b>floating</b> Teach digraph: <b>ow</b> (usually at the end of words) Model Blending to read: <b>yellow window shadow splow</b> Segmenting to spell: <b>bow arrow</b>	Revisit previous spellings of /oa/ taught so far <b>oa ow</b> Teach digraph: <b>oe</b> Model Blending to read: <b>potatoes heroes ploes</b> Segmenting to spell: <b>goes Joe</b>	Revisit previous spellings of /oa/ taught so far <b>oa ow oe</b> Teach split digraph: <b>o-e</b> Model Blending to read: <b>clothes home tadpole zone</b> Segmenting to spell: <b>alone those</b>	Revisit previous spellings of /oa/ taught so far <b>oa ow oe o-e</b> Teach: <b>o</b> Model Blending to read: <b>go don't both only</b> Segmenting to spell: <b>most over</b>	Revisit previous spellings of /oa/ taught so far <b>oa ow oe o-e o</b> Teach digraph and trigraph: <b>ol and oul</b> Blending to read: <b>cold told shoulder</b> Segmenting to spell: <b>gold sold mould</b>										
Practise <i>See word bank to select appropriate words for reading and writing.</i>	Guess That Word Blend and/or segment <b>grow window arrow snow glowing bow throw elbow pillow shadow yellow follow tomorrow narrow bungalow</b> <b>Tricky words/HF words which need practice</b>	Read, Write, Word Swap Blend and/or segment <b>toe toes woe Joe goes heroes potatoes toenail echoes aloe tomatoes</b> <b>Tricky words/HF words which need practice</b>	Generation Game Blend and/or segment <b>clothes stone phone tadpole joke broke hose mole role throne drone froze frozen envelope telescope trombone backbone notebook</b>	Read, Read, Run (Write) Blend and/or segment <b>only over most don't going no go so both bonus focus</b>	Countdown Blend and/or segment <b>shoulder boulder mould moulding poultry smoulder gold fold sold old told cold bold older bolder colder folding golden</b>										
Apply <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	The Phonics Factor Write Words: <table border="1"> <tr><td>arrow</td><td>small</td></tr> <tr><td>window</td><td>friends</td></tr> <tr><td>yellow</td><td>eyes</td></tr> <tr><td>shadow</td><td>mouse</td></tr> <tr><td>follow</td><td>through</td></tr> </table>	arrow	small	window	friends	yellow	eyes	shadow	mouse	follow	through	Sentence Detectives Read and/or write Joe hurt his <b>small</b> toenail. Heroes eat <b>potatoes!</b> My <b>friend</b> goes shopping.	Sentence Substitution Read and/or write I picked up the <b>phone</b> and spoke to Joan. Words: <b>a stone a tadpole a mole a small mouse my friends</b>	Yes/No Read and/or write Can we go over the <b>stone</b> ? Are you going to see most of your <b>friends</b> today?	Famous Phone Call Read and/or write There was some <b>gold</b> on the giant's shoulder.
arrow	small														
window	friends														
yellow	eyes														
shadow	mouse														
follow	through														

Alternative spellings for phonemes					
	Phase 5 Week 16: /ow/ ow ou ough /oi/ oi oy	HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Secret Words</b> Revise: <b>Select a bank of Tricky words/HF words which need practice</b> Range of words including <b>oa</b> <b>ow</b> <b>oe</b> <b>o-e</b> <b>o</b> <b>ol</b> <b>oul</b>	<b>Grapheme/Word Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ow</b> <b>ou</b> <b>ough</b> <b>Include a pseudo word.</b>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ow</b> <b>ou</b> <b>ough</b>	<b>Phonics Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ow</b> <b>ou</b> <b>ough</b>	<b>Countdown</b> Revise: <b>Select a bank of Tricky words/HF words which need practice</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>ow</b> sound and explain that there are several ways of spelling <b>/ow/</b> in the words <b>crown</b> <b>clown</b> <b>town</b> Teach digraph: <b>ou</b> (most common spelling) Model Blending to read: <b>found</b> <b>cloudy</b> <b>sloub</b> Segmenting to spell: <b>about</b> <b>around</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ow/</b> taught so far <b>ow</b> <b>ou</b>  Teach four letter GPC: <b>ough</b> Model Blending to read: <b>drought</b> Segmenting to spell: <b>plough</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ow/</b> taught so far <b>ow</b> <b>ou</b> <b>ough</b>  Model Blending to read: <b>crowd</b> <b>proud</b> <b>bough</b> Segmenting to spell: <b>brown</b> <b>found</b> <b>round</b> <b>our</b> <b>Tricky words/HF words which need practice</b>	Focus on the <b>oi</b> sound and explain that there are several ways of spelling <b>/oi/</b>  Teach digraph: <b>oy</b> Model Blending to read: <b>enjoying</b> <b>loyal</b> <b>scroy</b> Segmenting to spell: <b>cowboys</b> <b>royal</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/oi/</b> taught so far <b>oi</b> <b>oy</b>  Model Blending to read: <b>annoy</b> <b>joining</b> <b>spoil</b> <b>snoil</b> <b>broy</b> Segmenting to spell: <b>spoiling</b> <b>enjoying</b> <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Cross the River</b> Blend and/or segment <b>found</b> <b>round</b> <b>about</b> <b>our</b> <b>out</b> sound <b>pound</b> <b>loud</b> <b>sprout</b> <b>scout</b> <b>about</b> <b>cloud</b> <b>cloudy</b> <b>noun</b> <b>underground</b> <b>hound</b> <b>louder</b> <b>Tricky words/HF words which need practice</b>	<b>Read, Read Run</b> Blend and/or segment <b>bough</b> <b>drought</b> <b>plough</b> <b>ploughing</b>  In addition, select words with <b>ou</b> taught yesterday <b>Tricky words/HF words which need practice</b>	<b>Zoo Keepers</b> Blend and/or segment <b>frown</b> <b>clown</b> <b>gown</b> <b>growl</b> <b>crowned</b> <b>howling</b> <b>our</b> <b>out</b> <b>ground</b> <b>pound</b> <b>about</b> <b>louder</b> <b>shouted</b> <b>plough</b> <b>ploughing</b> <b>Tricky words/HF words which need practice</b>	<b>Musical Words</b> Blend and/or segment <b>boy</b> <b>boys</b> <b>toy</b> <b>toys</b> <b>soy</b> <b>cowboy</b> <b>Roy</b> <b>enjoy</b> <b>royal</b> <b>loyal</b> <b>ahoy</b> <b>annoy</b> <b>annoying</b> <b>destroy</b> <b>employ</b> <b>loyalty</b> <b>oyster</b> <b>coy</b> <b>Tricky words/HF words which need practice</b>	<b>Bingo</b> Blend and/or segment <b>moist</b> <b>point</b> <b>joint</b> <b>joining</b> <b>boiling</b> <b>spoil</b> <b>destroy</b> <b>royal</b> <b>oyster</b> <b>enjoy</b> <b>spoiling</b> <b>enjoying</b> <b>loyalty</b> <b>Tricky words/HF words which need practice</b>
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Silly Sentences</b> Read and/or write <b>Look at the sprout on a cloud.</b> <b>The scout ran around the pound.</b>	<b>Abracadabra</b> Read <b>There was an awful drought around the town.</b>	<b>Sentence Substitution</b> Read and/or write <b>Our queen found her crown on the ground.</b> <b>Words:</b> <b>pound</b> <b>sprout</b> <b>mound</b> <b>cloud</b> <b>plough</b>	<b>Jet Set</b> Read <b>Roy is a cowboy who likes to enjoy oysters.</b>	<b>Famous Phone Call</b> Write <b>Do not destroy or spoil the plants in the soil.</b>

Alternative spellings for phonemes					
Phase 5 Week 17: /ar/ ar a al /u/ u oo oul		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ow ou ough oi oy</b>	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ar a</b>	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ar a al</b>	<b>Grapheme/Word Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>u oo</b>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>u oo oul</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>ar</b> sound and explain that there are several ways of spelling <b>/ar/</b> in the words <b>yards snarl charming sarps</b>  Teach grapheme: <b>a</b> (rare grapheme and more common with southern accents) Model Blending to read: <b>rather can't</b> Segmenting to spell: <b>father</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ar/</b> taught so far <b>ar a</b>  Teach digraph: <b>al</b> (rare grapheme) Model Blending to read: <b>half palm</b> Segmenting to spell: <b>calm half</b> <b>Tricky words/HF words which need practice</b>	Focus on the <b>oo</b> sound and explain that there are several ways of spelling <b>/oo/</b> . Revisit previous learning - this is spelt <b>/u/</b> (mud) and <b>/oo/</b> (blood)  Consolidate <b>u</b> and <b>oo</b> Model Blending to read: <b>umbrella shook</b> Segmenting to spell: <b>wood foot</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/oo/</b> taught so far <b>u oo</b>  Teach trigraph: <b>oul</b> Model Blending to read: <b>could would should couldn't</b> Segmenting to spell: <b>would could</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/oo/</b> taught so far <b>u oo oul</b>  Model Blending to read: <b>under flooding would</b> Segmenting to spell: <b>but good should</b> <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Puppet Game</b> Blend and/or segment <b>father rather lather can't</b> (add <b>bath path</b> for southern accents) <b>Tricky words/HF words which need practice</b>	<b>Phonic Detectives</b> Blend and/or segment <b>palm half balm calm almond qualm calf psalm</b> <b>Tricky words/HF words which need practice</b>	<b>Guess That Word</b> Blend and/or segment <b>but button butter shutter ugly umbrella under unhappy understand blood crook shook wool woof wooden booklet notebook hooded</b> <b>Tricky words/HF words which need practice</b>	<b>Whiteboard Workout</b> Blend and/or segment <b>would could couldn't wouldn't should shouldn't</b> <b>Tricky words/HF words which need practice</b>	<b>Countdown</b> Blend and/or segment <b>but butter must ugly dust hood looks cooking brook would could should couldn't</b> <b>Tricky words/HF words which need practice</b>

Alternative spellings for phonemes															
Phase 5 Week 17: /ar/ ar a al /u/ u oo oul		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>My father can't go to the farm.</b>	<b>Silly Voices</b> Read and/or write <b>The calf was calm standing under the palm tree.</b>	<b>Yes/ No</b> Read and/or write <b>Do people like good books?</b> Can a wooden dog woof? Is wool from a sheep?	<b>Abracadabra</b> Read and/or write <b>You should behave well in school for Mrs Brown.</b> You could ask your father for half a jam tart.	<b>The Phonics Factor</b> Write <b>Words:</b> <table border="1"> <tr> <td>would</td> <td>thought</td> </tr> <tr> <td>could</td> <td>please</td> </tr> <tr> <td>umbrella</td> <td>water</td> </tr> <tr> <td>button</td> <td>gone</td> </tr> <tr> <td>should</td> <td>great</td> </tr> </table>	would	thought	could	please	umbrella	water	button	gone	should	great
would	thought														
could	please														
umbrella	water														
button	gone														
should	great														

Alternative spellings for phonemes					
Phase 5 Week 18: /or/ or aw au al a our oar augh		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including u oo oul	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including or aw au oor	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including or aw au oor ore	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including or aw au oor ore al	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including or aw au oor ore al our oar
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>or</b> sound and explain that there are several ways of spelling /or/ and refer to or aw au  Teach trigraph: <b>oor</b> Model Blending to read: <b>floor outdoors doorbell</b> Segmenting to spell: <b>door poor</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /or/ taught so far <b>or aw au oor</b>  Teach trigraph: <b>ore</b> Model Blending to read: <b>shore snore core</b> Segmenting to spell: <b>more sore score</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /or/ taught so far <b>or aw au oor ore</b>  Teach digraph: <b>al</b> Model Blending to read: <b>walk small always</b> Segmenting to spell: <b>all talk tall</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /or/ taught so far <b>or aw au oor ore al</b> Teach trigraphs: <b>our oar</b> (explain that these are also words but in words make the sound /or/) Model Blending to read: <b>pour your board keyboard</b> Segmenting to spell: <b>four your roar</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /or/ taught so far <b>or aw au oor ore al our oar</b>  Teach four letter graphemes: <b>auth and ough</b> Model Blending to read: <b>taught thought</b> Segmenting to spell: <b>caught brought</b> <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Bingo</b> Blend and/or segment <b>door floor poor flooring doormat doorstep outdoors doorbell doorstop trapdoor moors tandoori moorland poorest</b> <b>Tricky words/HF words which need practice</b>	<b>Secret Words</b> Blend and/or segment <b>more score shore store before bored core ignore chore adore superstore carnivore herbivore</b> <b>Tricky words/HF words which need practice</b>	<b>Popcorn</b> Blend and/or segment <b>small all hall fall call talk talking stalk also almost always chalk alright already stall smaller taller beanstalk recall overall basketball</b> <b>Tricky words/HF words which need practice</b>	<b>Musical Words</b> Blend and/or segment <b>your court four pour tour fourth fourteen tournament velour</b> <b>oar roar soar board keyboard skateboard cupboard scoreboard</b> <b>Tricky words/HF words which need practice</b>	<b>Cross the River</b> Blend and/or segment <b>naughty daughter caught taught distraught</b> <b>thought bought brought though although</b> <b>Tricky words/HF words which need practice</b>
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>There was a brown doormat at the back door.</b>	<b>Silly Voices</b> Read and/or write <b>I was bored before I visited the store/superstore.</b>	<b>Sentence Detectives</b> Read and/or write <b>I called for Carl Tall to play basketball.</b>	<b>Scrambled Sentences</b> Read and/or write <b>Can you pour your drink into the sink?</b> <b>Soar high in the sky on your skateboard.</b>	<b>Abracadabra</b> Read and/or write <b>His daughter bought a new coat.</b>

Alternative spellings for phonemes															
Phase 5 Week 19: /ur/ ur ir er or ear		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including or aw au oor ore al our	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ur ir	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ur ir er	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ur ir er or	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ur ir er or ear										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>ur</b> sound and explain that there are several ways of spelling <b>/ur/</b> <b>burger</b>  Teach digraph: <b>ir</b> Model Blending to read: <b>thirteen</b> <b>thirsty</b> <b>swirt</b> Segmenting to spell: <b>dirty</b> <b>third</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ur/</b> taught so far <b>ur ir</b>  Teach digraph: <b>er</b> Model Blending to read: <b>herself</b> <b>perfume</b> <b>merth</b> Segmenting to spell: <b>every person</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ur/</b> taught so far <b>ur ir er</b>  Teach digraph: <b>or</b> Model Blending to read: <b>work</b> <b>worst</b> <b>workshop</b> Segmenting to spell: <b>worm</b> <b>world</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ur/</b> taught so far <b>ur ir er or</b>  Teach trigraph: <b>ear</b> Model Blending to read: <b>heard</b> <b>search</b> <b>earn</b> Segmenting to spell: <b>learn</b> <b>earth</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ur/</b> taught so far <b>ur ir er or ear</b>  Model Blending to read: <b>homework</b> <b>early</b> <b>earth</b> Segmenting to spell: <b>words</b> <b>world</b> <b>search</b> <b>Tricky words/HF words which need practice</b>										
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Phonic Detectives</b> Blend and/or segment <b>sir</b> <b>stir</b> <b>shirt</b> <b>skirt</b> <b>birth</b> <b>third</b> <b>first</b> <b>thirteen</b> <b>dirt</b> <b>dirty</b> <b>twirl</b> <b>squirt</b> <b>thirst</b> <b>thirsty</b> <b>birthday</b> <b>chirp</b> <b>smirk</b> <b>confirm</b> <b>circus</b> <b>whirl</b> <b>Tricky words/HF words which need practice</b>	<b>Puppet Game</b> Blend and/or segment <b>every</b> <b>stern</b> <b>herbs</b> <b>perm</b> <b>jerky</b> <b>perch</b> <b>term</b> <b>kerb</b> <b>perky</b> <b>person</b> <b>perfume</b> <b>herself</b> <b>servant</b> <b>expert</b> <b>permanent</b> <b>exercise</b> <b>overall</b> <b>eastern</b> <b>Tricky words/HF words which need practice</b>	<b>My Turn, Your Turn</b> Blend and/or segment <b>work</b> <b>word</b> <b>world</b> <b>worth</b> <b>workshop</b> <b>worst</b> <b>worship</b> <b>worthy</b> <b>artwork</b> <b>worldwide</b> <b>bookworm</b> <b>Tricky words/HF words which need practice</b>	<b>Magic Words</b> Blend and/or segment <b>learn</b> <b>earn</b> <b>pearl</b> <b>early</b> <b>search</b> <b>heard</b> <b>earth</b> <b>research</b> <b>earnest</b> <b>rehearsal</b> <b>Tricky words/HF words which need practice</b>	<b>What's Missing?</b> Blend and/or segment <b>word</b> <b>worst</b> <b>world</b> <b>homework</b> <b>heard</b> <b>search</b> <b>pearl</b> <b>earthworm</b> <b>Tricky words/HF words which need practice</b>										
<b>Apply</b> <i>Include newly taught graphemes and words combined with previous learning</i>	<b>Famous Phone Call</b> Read and/or write <b>The girls felt thirsty at the circus.</b>	<b>Blankety Blank</b> Read and/or write <b>The lady likes...</b> Words: <b>perfume</b> <b>herbs</b> <b>a curly perm</b> <b>herself</b> <b>watching birds on a perch</b>	<b>Silly Sentences</b> Read and/or write <b>The worm went to work around the world.</b>	<b>Abracadabra</b> Read and/or write <b>She went to school to learn about the earth.</b>	<b>The Phonics Factor</b> Write Words: <table border="1"> <tr> <td><b>homework</b></td> <td><b>gone</b></td> </tr> <tr> <td><b>earthworm</b></td> <td><b>small</b></td> </tr> <tr> <td><b>artwork</b></td> <td><b>please</b></td> </tr> <tr> <td><b>pearl</b></td> <td><b>again</b></td> </tr> <tr> <td><b>search</b></td> <td><b>who</b></td> </tr> </table>	<b>homework</b>	<b>gone</b>	<b>earthworm</b>	<b>small</b>	<b>artwork</b>	<b>please</b>	<b>pearl</b>	<b>again</b>	<b>search</b>	<b>who</b>
<b>homework</b>	<b>gone</b>														
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<b>artwork</b>	<b>please</b>														
<b>pearl</b>	<b>again</b>														
<b>search</b>	<b>who</b>														

Alternative spellings for phonemes Phase 5 Week 20: /ear/ ear eer ere		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ur ir er or	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ear	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ear eer	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ear eer ere	<b>Nice to Meet You</b> Revise: <b>Bank of Tricky words/HF words which need practice</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>ear</b> sound and explain that there are several ways of spelling <b>/ear/</b>  Teach trigraph: <b>ear</b> Model Blending to read: <b>year spear earring tear</b> Segmenting to spell: <b>dear clear</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ear/</b> taught so far <b>ear</b>  Teach trigraph: <b>eer</b> Model Blending to read: <b>deer steering cheery</b> Segmenting to spell: <b>cheer meerkat</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ear/</b> taught so far <b>ear eer</b>  Teach trigraph: <b>ere</b> Model Blending to read: <b>sphere severe Windermere</b> Segmenting to spell: <b>here sphere</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ear/</b> taught so far <b>ear eer ere</b>  Model: Blending to read: <b>nearer steering here</b> Segmenting to spell: <b>year beard steer</b> <b>Tricky words/HF words which need practice</b>	Model writing <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Musical Words</b> Blend and/or segment <b>ear clear fear year beard dear spear gear near appear nearing tear nearer clearly yearly earring teardrop gearstick earwig unclear</b> <b>Tricky words/HF words which need practice</b>	<b>Bingo</b> Blend and/or segment <b>beer deer cheer sneer meerkat steering cheery engineer puppeteer career</b> <b>Tricky words/HF words which need practice</b>	<b>Zoo Keepers</b> Blend and/or segment <b>here severe interfere Windermere sincere sphere atmosphere persevere hemisphere cashmere</b> <b>Tricky words/HF words which need practice</b>	<b>Popcorn</b> Blend and/or segment <b>dear spear gear near appear teardrop gearstick unclear</b> meerkat steering cheery <b>engineer</b> here severe interfere <b>Tricky words/HF words which need practice</b>	<b>Read, Write Word Swap</b> <b>Tricky words/HF words which need practice</b>
<b>Apply</b> <i>Include newly taught graphemes and words combined with previous learning.</i>	<b>Yes/No</b> Read and/or write <b>Do you have a beard?</b> <b>Is a window clear?</b> <b>Is there an animal that you fear?</b>	<b>Silly Sentence</b> Read and/or write <b>The deer held the steering wheel.</b>	<b>Sentence Reveal</b> Read and/or write <b>There is a great sphere over here.</b>	<b>Jet Set</b> Read and/or write <b>People could hear a cheer loud and clear in Windermere.</b>	<b>Abracadabra</b> Write <b>Tricky words/HF words which need practice applied into a sentence.</b>

Alternative spellings for phonemes Phase 5 Week 21: /air/ air ear are ere		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Magic Hat</b> Revise: <b>Tricky words/HF words which need practice focused on in the previous session</b>	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including air	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including air ear	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including air ear are	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including air ear are										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>air</b> sound and explain that there are several ways of spelling <b>/air/</b>  Teach trigraph: <b>air</b> Model Blending to read: <b>chair</b> <b>wheelchair</b> <b>stairs</b> <b>blairg</b> Segmenting to spell: <b>fair</b> <b>unfair</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/air/</b> taught so far <b>air</b>  Teach trigraph: <b>ear</b> Model Blending to read: <b>bear</b> <b>tearing</b> <b>wearing</b> Segmenting to spell: <b>wear</b> <b>pear</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ear/</b> taught so far <b>air ear</b>  Teach trigraph: <b>are</b> Model Blending to read: <b>scare</b> <b>share</b> <b>rare</b> Segmenting to spell: <b>care</b> <b>square</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/air/</b> taught so far <b>air ear are</b>  Teach trigraph: <b>ere</b> Model Blending to read: <b>where</b> <b>somewhere</b> <b>nowhere</b> Segmenting to spell: <b>there</b> <b>where</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/air/</b> taught so far <b>air ear are ere</b>  Model Blending to read: <b>tearing</b> <b>nightmare</b> <b>everywhere</b> Segmenting to spell: <b>bear</b> <b>share</b> <b>where</b> <b>there</b> <b>Tricky words/HF words which need practice</b>										
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Countdown</b> Blend and/or segment <b>hair</b> <b>fairy</b> <b>unfair</b> <b>repair</b> <b>stairs</b> <b>hairbrush</b> <b>airport</b> <b>pair</b> <b>dairy</b> <b>chair</b> <b>wheelchair</b> <b>flair</b> <b>fairest</b> <b>repair</b> <b>staircase</b> <b>fairground</b> <b>Tricky words/HF words which need practice</b>	<b>Read, Read, Run</b> Blend and/or segment <b>pear</b> <b>bear</b> <b>wear</b> <b>tear</b> <b>tearing</b> <b>wearing</b> <b>swear</b> <b>menswear</b> <b>Tricky words/HF words which need practice</b>	<b>Phonic Detectives</b> Blend and/or segment <b>bare</b> <b>care</b> <b>dare</b> <b>fare</b> <b>hare</b> <b>square</b> <b>mare</b> <b>scare</b> <b>stare</b> <b>share</b> <b>beware</b> <b>glare</b> <b>hardware</b> <b>rare</b> <b>compare</b> <b>nightmare</b> <b>Tricky words/HF words which need practice</b>	<b>Magic Words</b> Blend and/or segment <b>where</b> <b>there</b> <b>somewhere</b> <b>nowhere</b> <b>everywhere</b> <b>elsewhere</b> <b>there's</b> <b>werewolf</b> <b>premiere</b> <b>anywhere</b> <b>Tricky words/HF words which need practice</b>	<b>Guess That Word</b> Blend and/or segment <b>square</b> <b>bear</b> <b>hare</b> <b>pear</b> <b>repair</b> <b>éclair</b> <b>hairbrush</b> <b>pair</b> <b>chair</b> <b>bare</b> <b>fairy</b> <b>wheelchair</b> <b>airport</b> <b>werewolf</b> <b>Tricky words/HF words which need practice</b>										
<b>Apply</b> <i>Include newly taught graphemes and words combined with previous learning.</i>	<b>Famous Phone Call</b> Read and/or write <b>Oh look at the fairy with her new hairbrush.</b>	<b>Silly Sentences</b> Write <b>Before</b> breakfast do bears eat giant pears?	<b>Yes/No</b> Read and/or write <b>Do you share your toys?</b> <b>Is a pear square?</b> <b>Have you seen a hare?</b>	<b>Sentence Reveal</b> Read and/or write <b>Somewhere over there a bear is brushing his hair.</b>	<b>The Phonics Factor</b> Write <b>Words:</b> <table border="1"> <tr> <td>square</td> <td>jumped</td> </tr> <tr> <td>there</td> <td>stopped</td> </tr> <tr> <td>stairs</td> <td>we're</td> </tr> <tr> <td>where</td> <td>before</td> </tr> <tr> <td>care</td> <td>let's</td> </tr> </table>	square	jumped	there	stopped	stairs	we're	where	before	care	let's
square	jumped														
there	stopped														
stairs	we're														
where	before														
care	let's														

Alternative spellings for phonemes		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Grapheme/Word Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including air ear are	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including le	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including le al	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including /z/ se ze	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including /z/ se ze /zh/ s
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the I sound and explain that there are several ways of spelling /I/ <b>I - lipstick</b> <b>II - grill</b> Teach digraph: le Model Blending to read: <b>apple</b> <b>circle</b> <b>candle</b> Segmenting to spell: <b>uncle</b> <b>table</b> <b>people</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /I/ le  Teach digraph: al Model Blending to read: <b>medal</b> <b>local</b> <b>animal</b> Segmenting to spell: <b>metal</b> <b>final</b> <b>Tricky words/HF words which need practice</b>	Focus on the z sound and explain that there are several ways of spelling /z/ <b>z – zebra</b>  Teach digraphs: se ze Model Blending to read: <b>noise</b> <b>raise</b> <b>praise</b> Segmenting to spell: <b>please</b> <b>cheese</b> <b>use</b> <b>Tricky words/HF words which need practice</b>	Discuss how some words have a /zh/ sound in them and this can be spelt several ways.  Teach digraph: s Model Blending to read: <b>treasure</b> <b>usual</b> <b>usually</b> Segmenting to spell: <b>measure</b> <b>treasure</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spelling of /zh/ s  Teach digraph: si Model Blending to read: <b>vision</b> <b>confusion</b> <b>decision</b> Segmenting to spell: <b>vision</b> <b>television</b> <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Musical Words</b> Blend and/or segment <b>uncle</b> <b>table</b> <b>maple</b> <b>staple</b> <b>sprinkle</b> <b>circle</b> <b>noodle</b> <b>jungle</b> <b>apple</b> <b>simple</b> <b>temple</b> <b>dimple</b> <b>candle</b> <b>needle</b> <b>bundle</b> <b>sniffle</b> <b>people</b> <b>purple</b> <b>tackle</b> <b>tentacle</b> <b>obstacle</b> <b>example</b> <b>Tricky words/HF words which need practice</b>	<b>Popcorn</b> Blend and/or segment <b>metal</b> <b>medal</b> <b>pedal</b> <b>final</b> <b>petal</b> <b>signal</b> <b>animal</b> <b>formal</b> <b>local</b> <b>general</b> <b>material</b> <b>personal</b> <b>diagonal</b> <b>classical</b> <b>Tricky words/HF words which need practice</b>	<b>Zoo Keepers</b> Blend and/or segment <b>please</b> <b>use</b> <b>raise</b> <b>noise</b> <b>cheese</b> <b>choose</b> <b>confuse</b> <b>pause</b> <b>praise</b> <b>pleased</b> <b>cause</b> <b>ooze</b> <b>breeze</b> <b>freeze</b> <b>bronze</b> <b>sneeze</b> <b>squeeze</b> <b>Tricky words/HF words which need practice</b>	<b>Bingo</b> Blend and/or segment <b>usual</b> <b>closure</b> <b>measure</b> <b>pleasure</b> <b>treasure</b> <b>visual</b> <b>casual</b> <b>casualty</b> <b>composure</b> <b>enclosure</b> <b>exposure</b> <b>usually</b> <b>unusual</b> <b>Tricky words/HF words which need practice</b>	<b>Cross the River</b> Blend and/or segment <b>vision</b> <b>confusion</b> <b>decision</b> <b>division</b> <b>revision</b> <b>television</b> <b>fusion</b> <b>version</b> <b>illusion</b> <b>occasion</b> <b>supervision</b> <b>Tricky words/HF words which need practice</b>
<b>Apply</b> <i>Include newly taught graphemes and words combined with previous learning.</i>	<b>Sentence Substitution</b> Read and/write There was a needle in the jungle. Words: candle table puzzle temple	<b>Scrambled Sentences</b> Read and/or write My uncle got a medal at the local sports event.	<b>Abracadabra</b> Read and/or write Please freeze the leftover cheese.	<b>Read, Write Word Swap</b> Read and/or write Draw some treasure in an unusual place.	<b>Famous Phone Call</b> Read and/or write There was a lot of confusion about how to use the television.

Alternative spellings for phonemes															
Phase 5 Week 23: /n/ n kn gn /r/ r wr		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including /z/ se /zh/ s si	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including kn	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including kn gn	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including kn gn	<b>Grapheme Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including wr										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the n sound and explain that there are several ways of spelling /n/ n night  Teach digraph: kn Model Blending to read: know knight knife Segmenting to spell: knee know knock <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /n/ taught so far n kn  Teach digraph: gn Model Blending to read: gnome design signing Segmenting to spell: sign signpost <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /n/ taught so far n kn gn  Model Blending to read: knelt known gnat Segmenting to spell: knot know design <b>Tricky words/HF words which need practice</b>	Focus on the r sound and explain that there are several ways of spelling /r/ roasting  Teach digraph: wr Model Blending to read: wrap wrote written Segmenting to spell: write wrong <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of /r/ taught so far wr  Model Blending to read: wrinkly unwrap wreck Segmenting to spell: wrist wrinkle <b>Tricky words/HF words which need practice</b>										
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Guess That Word</b> Blend and/or segment knock knit know known knife knot knew knelt knickers knead knuckle <b>Tricky words/HF words which need practice</b>	<b>Magic Words</b> Blend and/or segment gnome signpost gnat gnaw signing design resign assign gnash reign <b>Tricky words/HF words which need practice</b>	<b>Countdown</b> Blend and/or segment knock knit known knead knife know knot knew knelt gnome design signpost gnaw signing <b>Tricky words/HF words which need practice</b>	<b>Puppet Game</b> Blend and/or segment wrap wreck write wrote written wrist writes wrong unwrap wrinkle wrench wren writing <b>Tricky words/HF words which need practice</b>	<b>Phonic Detectives</b> Blend and/or segment wrap wreck write wrote written wrist writes wrong unwrap wrinkle wrench wren writing wriggle <b>Tricky words/HF words which need practice</b>										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF Words combined with previous learning</i>	<b>Sentence Reveal</b> Read and/or write Mrs/Mr White knew how to slice some bread with a knife	<b>Abracadabra</b> Read The sign said we should knock on the gnome's door.	Yes/No Read and/or write Is there a sign on your street? Can you knock on a cloud? Have you ever tried to knit something?	<b>Silly Voices</b> Read Wrap a gift for Mrs Wren and write a card.	<b>The Phonics Factor</b> Write Words: <table border="1"> <tr> <td>wreck</td> <td>we're</td> </tr> <tr> <td>unwrap</td> <td>small</td> </tr> <tr> <td>wrong</td> <td>once</td> </tr> <tr> <td>wrist</td> <td>please</td> </tr> <tr> <td>wriggle</td> <td>who</td> </tr> </table>	wreck	we're	unwrap	small	wrong	once	wrist	please	wriggle	who
wreck	we're														
unwrap	small														
wrong	once														
wrist	please														
wriggle	who														

Alternative spellings for phonemes					
Phase 5 Week 24: /j/ j ge dge /s/ c sc st se		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Phonic Aerobics</b> Revise: <b>Bank of Tricky words/HF words which need practice</b>	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ge</b>	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ge dge</b>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>se ce</b>	<b>Grapheme Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>se ce sc</b>
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>j</b> sound and explain that there are several ways of spelling <b>/j/ jacket</b> and refer to <b>g</b> previously taught in alternate pronunciations <b>giant</b> Teach digraph: <b>ge</b> Model Blending to read: <b>change fringe strange</b> Segmenting to spell: <b>large orange</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/j/</b> taught so far <b>j g ge</b>  Teach triphthong: <b>dge</b> Model Blending to read: <b>fridge hedge bridge</b> Segmenting to spell: <b>sledge badge</b> <b>Tricky words/HF words which need practice</b>	Focus on the <b>s</b> sound and explain that there are several ways of spelling <b>/s/ starting</b> and refer to <b>c</b> previously taught in alternate pronunciations <b>pencil</b> Teach graphemes: <b>se ce</b> Model Blending to read: <b>mouse horse pence</b> Segmenting to spell: <b>house dance piece</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/s/</b> taught so far <b>se ce</b>  Teach digraph: <b>sc</b> Model Blending to read: <b>scene muscles science</b> Segmenting to spell: <b>scent scissors</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/s/</b> taught so far <b>se ce sc</b>  Teach digraph: <b>st</b> Model Blending to read: <b>whistle Christmas fasten</b> Segmenting to spell: <b>listen castle</b> <b>Tricky words/HF words which need practice</b>
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Saluting Soldiers</b> Blend and/or segment <b>large whinge change range orange fringe strange enlarge challenge hinge beige</b> <b>Tricky words/HF words which need practice</b>	<b>Bingo</b> Blend and/or segment <b>bridge fridge ledge fudge badge ridge badger nudge pledge dodge sledge dodgems lodge knowledge drawbridge cartridge</b> <b>Tricky words/HF words which need practice</b>	<b>Popcorn</b> Blend and/or segment <b>horse mouse house goose grease loose nurse lighthouse promise increase universe applause pence dance piece juice voice fence niece sauce balance sentence fierce prince police France cement entrance</b> <b>Tricky words/HF words which need practice</b>	<b>Cross the River</b> Blend and/or segment <b>scent muscle scene abscess science scenery scissors descend crescent fascinate</b> <b>Tricky words/HF words which need practice</b>	<b>Secret Words</b> Blend and/or segment <b>listen whistle glisten bristle wrestle castle rustle Christmas fasten thistle christen hustle nestle trestle</b> <b>Tricky words/HF words which need practice</b>

Alternative spellings for phonemes					
	Phase 5 Week 24: /j/ j ge dge /s/ c sc st se	HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<p><b>Sentence Reveal</b> Read and/or write <b>The large orange looked strange.</b> <b>Please change the range of fruits.</b></p>	<p><b>Jet Set</b> Read and/or write <b>I left fudge in the fridge for the badger who called to say hello.</b></p>	<p><b>Sentence Detectives</b> Read and/or write <b>The policeman likes to dance near the fence.</b> <b>The horse and the goose ran around the house.</b></p>	<p><b>Silly Sentence</b> Read and/or write <b>The scissors have a nice scent.</b></p>	<p><b>Abracadabra</b> Write <b>Listen out for the loud whistle at Christmas.</b></p>

Alternative spellings for phonemes					
Phase 5 Week 25: /sh/ ch ti ssi si ci s ss ce		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Secret Words</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including se ce sc st	<b>Grapheme/Word Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ch ti	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ti ssi	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ti ssi si	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including ti ssi si ci
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>sh</b> sound and explain that there are several ways of spelling <b>/sh/</b> and refer to <b>ch</b> previously taught in alternate pronunciations <b>chef</b> Teach grapheme: <b>ti</b> Model Blending to read: <b>caption section information</b> Segmenting to spell: <b>action station</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/sh/</b> taught so far <b>ch ti</b>  Teach grapheme: <b>ssi</b> Model Blending to read: <b>passion discussion percussion</b> Segmenting to spell: <b>mission session</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/sh/</b> taught so far <b>ch ti ssi</b>  Teach grapheme: <b>si</b> Model Blending to read: <b>mansion comprehension extension</b> Segmenting to spell: <b>mansion tension</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/sh/</b> taught so far <b>ch ti ssi si</b>  Teach grapheme: <b>ci</b> Model Blending to read: <b>delicious optician</b> Segmenting to spell: <b>special precious</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/sh/</b> taught so far <b>sh ch ti ssi si ci</b>  Teach graphemes: <b>s</b> in <b>sugar sure</b> <b>ss</b> in <b>issue tissue</b> <b>ce</b> in <b>ocean crustacean</b> Select and model blending to read and segmenting to spell alternative graphemes for <b>/sh/</b> explored across the week.
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Puppet Game</b> Blend and/or segment <b>potion lotion action mention section option fiction patient station description attention initials direction information essential infection creation</b> <b>Tricky words/HF words which need practice</b>	<b>Phonics Detectives</b> Blend and/or segment <b>mission session passion discussion permission expression percussion profession impression possession obsession</b> <b>Tricky words/HF words which need practice</b>	<b>Magic Words</b> Blend and/or segment <b>mansion tension comprehension extension suspension dimension expansion</b> <b>Tricky words/HF words which need practice</b>	<b>Countdown</b> Blend and/or segment <b>facial social special precious optician delicious vicious mathematician ancient official gracious efficient artificial ferocious</b> <b>Tricky words/HF words which need practice</b>	<b>Phonic Football</b> Blend and/or segment a range of words including <b>/sh/</b> alternatives explored across the week. <b>Tricky words/HF words which need practice</b>

Alternative spellings for phonemes		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
Apply <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Famous Phone Call</b> Read and/or write <b>The information in the non-fiction book is in many sections.</b>	<b>Abracadabra</b> Read and/or write <b>The head teacher stopped the discussion about a mission to clean up the classroom!</b>	<b>Silly Voices</b> Read and/or write <b>We're planning a new extension on our mansion.</b>	<b>Jet Set</b> Read and/or write <b>The optician had a special delivery that was precious.</b>	<b>Sentence Reveal</b> Read and/or write <b>The ferocious lion thought his coffee with sugar was delicious.</b>

Alternative spellings for phonemes															
	Phase 5 Week 26: /m/ m mb /v/ v ve /ch/ ch tch ture	HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Grapheme Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>ti ssi si ci s ss ce</b>	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>mb</b>	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>mb ve</b>	<b>Popcorn</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>mb ve tch</b>	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including <b>mb ve tch ture</b>										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the <b>m</b> sound and explain that there are several ways of spelling <b>/m/ remember</b> Teach digraph: <b>mb</b> Model Blending to read: <b>lamb comb breadcrumb</b> Segmenting to spell: <b>climb thumb</b> <b>Tricky words/HF words which need practice</b>	Focus on the <b>v</b> sound and explain that there are several ways of spelling <b>/v/ voice</b> Teach digraph: <b>ve</b> Model Blending to read: <b>glove active expensive</b> Segmenting to spell: <b>I've lived love</b> <b>Tricky words/HF words which need practice</b>	Focus on the <b>ch</b> sound and explain that there are several ways of spelling <b>/ch/ cheese</b> Teach trigraph: <b>tch</b> Model Blending to read: <b>watch kitchen butcher</b> Segmenting to spell: <b>match witch stretch</b> <b>Tricky words/HF words which need practice</b>	Revisit previous spellings of <b>/ch/taught so far ch tch</b> Teach four letter grapheme: <b>ture</b> Model Blending to read: <b>adventure creature mixture</b> Segmenting to spell: <b>picture capture</b> <b>Tricky words/HF words which need practice</b>	Revisit <b>/m/ mb /v/ ve /ch/ tch ture</b> Select and model blending to read and segmenting to spell words which contain new graphemes taught this week. <b>Tricky words/HF words which need practice</b>										
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Musical Words</b> Blend and/or segment <b>climb thumb numb bomb comb breadcrumb plumber plumbing limb tomb honeycomb</b> <b>Tricky words/HF words which need practice</b>	<b>Zoo Keepers</b> Blend and/or segment <b>I've have give live lived love forgive active glove above solve detective expensive captive native attractive relative sensitive</b> <b>Tricky words/HF words which need practice</b>	<b>Bingo</b> Blend and/or segment <b>itch match catch twitch stretch witch butcher fetch pitch crutch stitch ditch kitchen ketchup scratch pitchfork dispatch sketch notch snitch sketchbook</b> <b>Tricky words/HF words which need practice</b>	<b>Read, Write Word Swap</b> Blend and/or segment <b>picture nature capture mixture adventure creature future furniture feature signature puncture departure sculpture</b> <b>Tricky words/HF words which need practice</b>	<b>Read, Read Run</b> Blend and/or segment a range of words including the new graphemes explored across the week. <b>Tricky words/HF words which need practice</b>										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>Scrambled Sentences</b> Read and/or write <b>The plumber jumped backwards because he hurt his right thumb.</b>	<b>Yes/No</b> Read and/or write <b>Do you love school? Are you active at playtime? Can you put a glove on your foot? Can a detective solve a crime?</b>	<b>Abracadabra</b> Read and/or write <b>The butcher squeezed ketchup on a cheeseburger in the kitchen.</b>	<b>Finish the Sentence</b> Read and/or write <b>She went on an adventure and saw... a creature a small picture a coach with a puncture an interesting sculpture</b>	<b>The Phonics Factor</b> Write <b>Words:</b> <table border="1"> <tr> <td><b>thumb</b></td> <td><b>let's</b></td> </tr> <tr> <td><b>lived</b></td> <td><b>friends</b></td> </tr> <tr> <td><b>kitchen</b></td> <td><b>mouse</b></td> </tr> <tr> <td><b>picture</b></td> <td><b>pulled</b></td> </tr> <tr> <td><b>catch</b></td> <td><b>before</b></td> </tr> </table>	<b>thumb</b>	<b>let's</b>	<b>lived</b>	<b>friends</b>	<b>kitchen</b>	<b>mouse</b>	<b>picture</b>	<b>pulled</b>	<b>catch</b>	<b>before</b>
<b>thumb</b>	<b>let's</b>														
<b>lived</b>	<b>friends</b>														
<b>kitchen</b>	<b>mouse</b>														
<b>picture</b>	<b>pulled</b>														
<b>catch</b>	<b>before</b>														

Blank format for consolidation or revision					
Phase 5 Week _____:	Graphemes: _____	Tricky/HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Game _____ Revise: <b>Tricky words/HF words which need practice</b> Select graphemes: _____	Game _____ Revise: <b>Tricky words/HF words which need practice</b> Select graphemes: _____	Game _____ Revise: <b>Tricky words/HF words which need practice</b> Select graphemes: _____	Game _____ Revise: <b>Tricky words/HF words which need practice</b> Select graphemes: _____	Game _____ Revise: <b>Tricky words/HF words which need practice</b> Select graphemes: _____
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit previous spellings of /__/ taught so far:  Teach: Model Blending to read: _____ Segmenting to spell: _____ <b>Tricky words/HF words which need practice</b> words: _____	Revisit previous spellings of /__/ taught so far:  Teach: Model Blending to read: _____ Segmenting to spell: _____ <b>Tricky words/HF words which need practice</b> words: _____	Revisit previous spellings of /__/ taught so far:  Teach: Model Blending to read: _____ Segmenting to spell: _____ <b>Tricky words/HF words which need practice</b> words: _____	Revisit previous spellings of /__/ taught so far:  Teach: Model Blending to read: _____ Segmenting to spell: _____ <b>Tricky words/HF words which need practice</b> words: _____	Revisit previous spellings of /__/ taught so far:  Teach: Model Blending to read: _____ Segmenting to spell: _____ <b>Tricky words/HF words which need practice</b> words: _____
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	Game _____ Words: <b>Tricky words/HF words which need practice</b> words: _____	Game _____ Words: <b>Tricky words/HF words which need practice</b> words: _____	Game _____ Words: <b>Tricky words/HF words which need practice</b> words: _____	Game _____ Words: <b>Tricky words/HF words which need practice</b> words: _____	Game _____ Words: <b>Tricky words/HF words which need practice</b> words: _____
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Game _____ Read and/or write _____				

## Word Bank for Phase 5

Grapheme Phase 5	Progression in application of newly taught graphemes within words <i>italics – hfw decodable</i>	Interesting Vocabulary to Provide Stretch and Challenge
Further Graphemes for Reading and Writing		
/ai/ ay spray	<i>day say may way May bay pay ray lay hay stray play tray away Sunday Thursday Saturday display holiday</i>	motorway underpay straying laying played playing Amaya
/ow/ ou loud	<i>out our found mouth pouch ouch south cloud crouch sound pound round around count about shouted trousers</i>	noun hound mound bound voucher underground
/igh/ ie tries	<i>pie tie lie die pied died lies lied cried fried tried dried tries fries skies</i>	untie replied magpie applied satisfied
/ea/ ea treat	<i>sea eat tea seat each cheap leaf tea meat teach reach mean beach leach real deal lead east stream dream clean cream peas</i>	beast teal plead underneath treatment daydream season beaver
/oi/ oy toy	<i>joy boy soy toy Roy annoy loyal royal joyful</i>	coy employ destroy oyster annoying
/ur/ ir bird	<i>fir sir birds girl first third firm stir dirt birth swirl twirl skirt shirt</i>	thirst birthday smirk squirt confirm thirteen
/oo/ ue clue	Sue blue glue true clue cruel untrue	bluebell gruel gruesome bluebird
/y(oo)/ ue rescue	due cue fuel rescue value statue argue	duel venue residue overdue avenue
/or/ aw claw	law <i>saw raw jaw paw lawn yawn thaw shawl draw claw straw crawl prawn jigsaw awful</i>	dawn frogspawn squawk trawl awkward chainsaw withdraw
/w/ wh wheel	when whip <i>which whizz whirl which wheel whisk whisper</i>	what white while whiff whiskers whit whine whimper
/f/ ph phone	phew Phillip graph phonics dolphin alphabet elephant	phone trophy telephone microphone nephew orphan sphere pharmacy phantom photograph Christopher
/oo/ ew chew	chew flew grew blew threw drew screw Andrew	crew shrew cashew
/y(oo)/ ew new	<i>new few dew stew newt newer</i>	renew renewing newest pew nephew skewer Matthew
/oa/ oe toe	Joe toe hoe goes toenail tiptoe	doe echoed echoes aloe heroes potatoes tomatoes

## Word Bank for Phase 5

/or/ au author	Paul author August launch haunt	haul taut maul cause daunt audio auburn autumn automatic astronaut
/ai/ a-e shake	ate shake take cake make made came gave rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake	tame glaze arcade remake surname inflate invade escape brigade ablaze showcase snowflake
/ee/ e-e these	Eve Pete these theme Steve swede even complete evening	delete compete athlete trapeze concrete extreme
/igh/ i-e time	time live bite white bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like liked kite fire hire wide tide side swipe slide glide spike shine drive inside	chime hive stride pride whine divine grapevine outside sunrise
/oa/ o-e home	home bone phone poke rode cope nose coke woke cone joke robe vote hose role mole drone bloke broke alone throne awoke tadpole froze frozen	mode quote explode remote compose backbone episode awoke telescope trombone envelope
/oo/ u-e rude	rule rude flute brute prune include	crude plume conclude salute interlude
/y(oo)/ u-e cute	cute amuse refuse confuse excuse cube tune mute huge use used	fume dune volume fortune perfume distribute ridicule dispute
Alternative Pronunciations		
/igh/ i tiger	find kind child mind wild blind grind mild item final pilot silent tiger behind	iris idol crisis icon
/oa/ o go	go so no both only over most hotel robot total going tomato potato banjo piano	bonus focus omit don't
/u/ o mother	son won dozen worry mother other coming another wonder Monday honey money month front another nothing	monk comfort smother stomach London accomplish
/s/ c cell	ice ace cell acid rice dice face race lace mice city nice place stencil spice space twice princess	pace biceps advice entice cygnet disgrace reduce replace workplace decent
/j/ g giant	magic Gill gem gym Gem gent huge germ giant spongy ginger danger stranger	tragic gentle energy
/y(oo)/ u human	music human unit uniform unicorn	musical stupid union
/oa/ ow snow	bow sow tow low snow slow show grow flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow window yellow	below narrow sorrow bungalow meadow tomorrow

## Word Bank for Phase 5

/ee/ ie shield	shield field shriek thief brief belief chief Barbie priest cookie	bodies brownies diesel hobbies handkerchief Abie
/e/ ea head	<i>head</i> dread sweat deaf dead bread breakfast heather leather meant leapt feather weather	dealt threat ready steady heavy breadth weapon meadow heaven headband
/uh/ er (schwa) river	<i>river better after never other mother another</i>	
/ur/ er fern	perm germ fern <i>her</i> herb kerb term perch every	stern herself permanent German merchant <i>everyone</i>
/c/ ch school	echo <i>school</i> chaos anchor chemist chorus character Christmas Chris	ache chord scheme orchid monarch stomach architect technical technology mechanic
/sh/ ch chef	chef chute parachute	quiche chic chaise chalet machine chiffon brochure chandelier pistachio Charlotte
/o/ a want	quad <i>want wanted</i> swap swan wand wasp wash squash wander	watch squad scald swab wallet wallaby quality
/ai/ a paper	acorn paper April radio alien bacon	Amy angel apricot crater <i>narrator</i> alligator
/ee/ e he	he we she be me delay <i>began</i> belong decide remind retake secret equal female genius Venus deliver	delete frequent reside prehistoric detect <i>he's</i> refund refresh venue dandelion beneath defeat
/igh/ y fly	try <i>fly why by</i> sky my shy dry July reply	ply sly sty apply comply supply defy imply magnify identify multiply
/ee/ y funny	army body party <i>baby</i> empty copy carry hairy holly lolly merry mummy daddy berry happy <i>very really</i> funny silly Molly family Billy angry entry spooky floppy penny <i>every everyone</i>	itchy duty dainty funky memory penalty injury laundry <i>suddenly</i> crunchy clumsy
/u/ ou young	young touch cousin country Douglas jealous	couple double trouble nourish courage carousel (Consider exploring 'gh' making /f/) enough tough rough
/oo/ ou soup	you soup youth group coupon	mousse coup wound toucan caribou cougar

## Word Bank for Phase 5

Alternative Spellings for Phonemes		
/ee/ ee sheep	<i>see been need keep feet queen bee cheek sheet beet seen meet week deep keep jeep seep feed weed seem peel teeth sheep peek meek seek keen weep sheet . tree free three green steep sleep creep creek bleep speed bleed street trees speech</i>	pondweed treetop between chimpanzee
/ea/ ea treat	steamy dream dreaming cleaner creamy teacher leader teaspoon beast	teal plead underneath treatment daydream season ordeal reaching
/ee/ e-e these	Eve Pete <i>these</i> theme Steve swede even complete evening	delete compete athlete trapeze concrete concede extreme these
/ee/ ie shield	shield field shriek thief brief belief chief Barbie priest cookie handkerchief tier Katie Hattie	bodies brownies diesel hobbies movie shielding piece retrieve Neil
/ee/ y funny	army body party <i>baby</i> empty copy carry hairy holly lolly merry happy <i>very really</i> funny silly Molly family Billy angry crunchy clumsy entry spooky <i>floppy</i> penny lightly quickly <i>every everyone</i> sadly envy fancy	itchy duty dainty funky memory penalty injury laundry <i>suddenly</i> fantasy
/ee/ e he	he we she be me delay <i>began</i> belong decide remind retake secret equal female genius Venus deliver medium fever retake refund demand behave predict return relax	<i>he's</i> delete frequent reside prehistoric detect <i>he's</i> refund refresh dandelion detective vegan reheat cedar eclipse
/ee/ ey donkey	key alley donkey turkey trolley chimney jockey hockey Mickey kidney	dopey valley honey money curtsey medley paisley chutney
/oo/ oo moon	<i>room soon food too</i> moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom fool loop mood loot doom hoof root noon hoot toot baboon rooftop boost spoon scoot scoop snoop swoop droop shampoo toothbrush cartoon afternoon	roost drool moonlight monsoon broomstick smoothie rooster Cooper
/oo/ ew chew	chew flew grew blew brew threw drew screw Andrew crew shrew	cashew jewel jewellery
/oo/ u-e rude	rule rude flute brute prune include	crude plume conclude salute Grute
/y(oo)/ u-e cute	cute amuse refuse confuse excuse cube tune mute huge use <i>used</i>	fume dune volume fortune distribute ridicule dispute perfume
/oo/ ue clue	Sue blue glue true clue cruel untrue	bluebell gruel gruesome bluebird
/y(oo)/ ue rescue	due cue fuel rescue value statue argue	duel venue residue overdue avenue
/oo/ ui fruit	suit fruit fruity juice suitcase swimsuit	bruise cruise recruit pursuit juiced suited

## Word Bank for Phase 5

/ai/ ai rain	<i>again rain laid paid tail rail main wait nail Gail Faith Zain pain maid pail fail mail aim wail hail sail bait chain faith snail train trail brain grain plain frail stain faint waist paint painted painting rainbow</i>	afraid training trained sailed sailing railing fainted waited waiter remain chainmail rainfall complain painful raindrop Abigail
/ai/ ay spray	<i>day say may way May bay pay ray lay hay stray play tray gray away jay Sunday Thursday Friday Saturday holiday display motorway okay crayon</i>	delay underpay portray x-ray decay relay yesterday hurray
/ai/ a-e shake	<i>ate shake take cake make made came gave rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake cupcake</i>	tame glaze arcade remake surname inflate invade escape brigade ablaze
/ai/ a paper	<i>acorn paper April radio alien bacon</i>	Amy angel apricot crater narrator alligator vacant fragrant Jacob
/ai/ ey grey	<i>hey they grey prey</i>	whey obey survey heyday surveyor disobey convey Freya
/ai/ eigh eight	<i>eight neigh weigh eighth sleigh eighteen eighty neighbour</i>	freight weighty reweigh airfreight heavyweight paperweight neighbourhood
/ai/ ea steak	<i>steak break great</i>	Eamonn
/igh/ igh	<i>night right high light sight fight nightlight sunlight sigh tight might bright flight fright thigh</i>	fighters brighter lighter higher tonight spotlight highlighter midnight delight delighted tightly
/igh/ ie tries	<i>pie tie lie die pied died lies lied cried fried tried dried tries fries skies untie magpie</i>	replied applied satisfied
/igh/ i-e time	<i>time live bite white bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like liked kite fire hire wide tide side swipe slide glide spike shine drive bride crime inside shine</i>	chime dime hive stride pride whine divine grapevine sunshine
/igh/ y fly	<i>try fly why by sky my shy dry July reply</i>	ply sly sty apply comply supply defy imply magnify identify multiply
/igh/ i tiger	<i>find kind child mind wild blind grind mild item final pilot silent tiger behind</i>	iris idol crisis icon
/oa/ oa boat	<i>boat coat road soap toad goat goats foam moan Joan oak moat foal coal load float moan loaf coach roast toast poach soak boatman raincoat cupboard keyboard</i>	groan cloak bloat broach boast coast hoax koala stoat abroad upload floating groaning soaking soaked poaching poached toasted roasted goalkeeper goalpost lifeboat bloated coaster roaring loaded railroad uncoated
/oa/ ow snow	<i>bow sow tow low snow slow show grow flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow window yellow below</i>	narrow sorrow bungalow meadow tomorrow

## Word Bank for Phase 5

/oa/ oe toe	Joe toe hoe goes toenail tiptoe heroes	doe echoed echoes aloe potatoes tomatoes
/oa/ o-e home	<i>home</i> bone phone poke rode cope nose coke woke cone joke robe vote hose role mole drone bloke broke alone throne awoke tadpole	mode quote explode remote compose backbone episode awoke telescope trombone envelope notebook
/oa/ o	go no so both don't only most over going	bonus focus Joseph Nicola
/o/ ol cold	<i>told old cold bold gold fold sold</i>	older bolder colder folding golden
/o/ oul shoulder	shoulder boulder mould	moulding poultry smoulder
/ow/ ow cow	<i>now how town down owl cow wow bow row vow howl fowl gown brow</i> frown drown crown brown scowl crowd clown growl	crowned crowded clowning browning scowling growling frowning howling
/ow/ ou loud	<i>out our loud found mouth pouch ouch south cloud crouch sound pound</i> <i>round around count sprout about shouted trousers cloudy</i>	noun louder hound mound bound voucher underground
/ow/ ough plough	plough bough	drought ploughing
/oi/ oi foil	boil foil coin join soil oil toil coil void tinfoil avoid joining spoiling	point hoist moist oink groin spoilt joint spoil
/oi/ oy toy	joy boy boys soy toy toys Roy annoy loyal royal joyful cowboy enjoy ahoy	coy employ destroy oyster annoying enjoying loyalty
/ar/ ar farm	<i>car park dark hard arm jar farm bar barn bark mark star card shark chart</i> cars Carl farmyard carpark far cart start tart harm dart harp arch sharp harsh yards march	scar smart snarl spark starlight charming Martin
/ar/ a father*	<i>can't father rather</i>	lather ( <b>bath path</b> for southern accents)
/ar/ al half	calf half balm calm palm	almond psalm balmy qualm
/u/ u	but shut stuck spun must plug ugly dust pump stung crust sunset under butter button shutter umbrella lunchbox tantrum pumpkin	buttering trumpet strung shutting thankful understand unhappy unclean
/u/ oo cook	<i>took good look book looking hood foot cook looks books blood brook</i> shook crook wood wool hook cooking	booking booklet hooded wooden
/u/ oul could	could would should	<i>couldn't wouldn't shouldn't</i>
/or/ or	<i>or for morning fork born horn short sort born torch cord corn torn worn</i> pork port lord north fort thorn horns sorts sport organ torch storm short forget order forty	snoring scoring sorting sorted fortnight sword tornado stormy shorter portrait
/or/ aw claw	law <i>saw raw jaw paw lawn yawn thaw shawl draw claw straw crawl</i> prawn jigsaw awful	dawn frogspawn squawk trawl awkward chainsaw withdraw

## Word Bank for Phase 5

/or/ au author	Paul author August launch haunt	haul taut maul cause daunt audio auburn autumn automatic astronaut
/or/ oor floor	door poor floor poorer indoor outdoor doorbell doormat doorstop doormat outdoors backdoor	trapdoor poorest doorbell moor moorhen moorland tandoori
/or/ ore more	more shore swore store ore bore core bored score store snore before	pore gore chore spore adore ignore galore pinafore superstore carnivore herbivore omnivore bookstore
/or/ al walk	all walk talk chalk tall <i>small</i> ball call hall fall stalk also almost always alright already stall smaller taller called talking	beanstalk calling recall overall basketball
/or/ our court	for <i>your</i> court four pour tour fourth fourteen	tournament velour poured pouring toured touring
/or/ oar roar	oar boar board roar soar cardboard keyboard surfboard chalkboard blackboard skateboard	cupboard soared scoreboard hoard coarse hoarse uproar
/or/ augh taught	caught taught naughty daughter granddaughter	fraught distraught stepdaughter
/or/ ough bought	bought thought brought	though although sought
/ur/ ur burn	fur burn turn curl hurt burp church urn surf	blur blurb slurp spurt burnt burst churn hurl lurk turnip
/ur/ ir bird	fir sir <i>birds girl first</i> third firm stir dirt birth swirl twirl skirt shirt dirty thirst thirsty thirteen birthday	chirp smirk squirt confirm thirty quirky circus squirm whirl
/ur/ er germ	perm germ fern <i>her</i> herb herbs kerb term perch every serve person stern herself perfume	verb permanent German merchant expert overalls lottery western exercise general eastern termly mercy concert perfect servant perky
/ur/ or world	worm word words <i>work</i> world worst worth worker workshop homework	worthy worship artwork bookworm worldwide
/ur/ ear learn	earn learn pearl earth heard search early pearly early	earl hearse unearth unheard research earnest earthworm rehearsal
/ear/ ear clear	ear near hear tear tears year dear beard fear gear gears rear spear clear earring appear nearer clearly	smear shear yearly gearstick hearing earwig unclear teardrop disappear dreary
/ear/ eer cheer	deer beer cheer sneer steer meerkat cheery	reindeer volunteer eerie veneer puppeteer engineer peer sneering steering career pioneer
/ear/ ere here	<i>here</i> sphere severe	cashmere atmosphere interfere hemisphere persevere Windermere sincere
/air/ air chair	<i>air</i> fair hair pair pairs stair stairs chair chairs stairs unfair hairbrush haircut airport fairy hairy wheelchair unfair	lair flair airship repair dairy éclair fairground staircase despair midair impair Claire

## Word Bank for Phase 5

/air/ ear bear	bear pear tear wear wears swear tearing wearing	menswear pearshaped sleepwear
/air/ are share	hare care bare share dare share spare stare flare scare stare square	mare rare scared glare fare snare blare welfare nightmare compare beware prepare declare hardware
/air/ ere there	where there somewhere everywhere nowhere	there's premiere werewolf anywhere
/ɪ/ ie apple	uncle table maple staple circle noodle jungle apple simple dimple candle needle bundle sniffle shuffle temple people purple tackle crinkle freckle pickle sprinkle buckle puzzle drizzle	ladle frazzle scrabble example ramble article stifle miracle obstacle tentacle
/ɪ/ al metal	metal medal pedal final petal signal animal general material local	verbal central formal personal practical symmetrical classical diagonal finally
/z/ se cheese	please use raise noise cheese choose confuse pause praise	ease cause phase clause braise browse pleased
/z/ ze freeze	ooze breeze freeze bronze sneeze tweaze snooze squeeze	frieze gauze maize
/zh/ s treasure	usual closure measure pleasure treasure	visual casual casualty usually unusual composure enclosure exposure
/zh/ si vision	vision confusion decision division revision television	fusion version diversion erosion exclusion illusion occasion
/n/ kn knee	know knee kneel knelt knife knit knife knock knot know known knickers	knack knead knuckle knick-knack
/n/ gn gnaw	gnaw gnat gnome sign design signpost signing	gnarl gnash assign resign campaign reign
/r/ wr wrist	wrap wreck wreath write writes wrong wrote unwrap wrinkle wrinkly writer wriggle	wren wreak wrench wright written writing
/j/ ge large	large urge whinge change range orange fringe strange	bulge barge beige verge binge tinge gouge siege hinge lunge marge oblige enrage plunge arrange indulge enlarge challenge
/j/ dge bridge	edge wedge badge dodge hedge judge nudge ledge fudge lodge budge bridge smudge sledge dodge fridge porridge dodgems	stodge grudge trudge partridge cartridge drawbridge knowledge acknowledge
/s/ c cell	ice ace cell acid rice dice face race lace mice city nice place stencil spice space twice princess	pace biceps advice entice cygnet disgrace reduce replace workplace decent
/s/ se mouse	horse mouse house sense rinse tense nurse grease crease tortoise because geese goose loose lighthouse playhouse promise	dense glimpse browse grouse universe disperse converse increase applause release

## Word Bank for Phase 5

/s/ ce dance	fence dance voice force juice pence since mince prince police niece sauce balance sentence France fleece fierce	cement entrance source defence absence offence distance announce commence importance
/s/ sc science	scent muscle scene science scissors scenery	ascend crescent abscess descend fascinate scenario
/s/ st whistle	castle whistle wrestle listen rustle fasten glisten Christmas wrestler	jostle hustle nestle trestle bristle gristle christen thistle
/sh/ ch	chef chute parachute machine	quiche chic chaise chalet chiffon brochure chandelier pistachio Charlotte
/sh/ ti potion	potion lotion action mention section option fiction suction patient description station fraction attention initials direction information caption	essential cautious infection affection infectious completion accommodation creation
/sh/ ssi mission	mission session passion discussion permission expression	compassion admission profession impression obsession possession percussion
/sh/ si mansion	mansion tension comprehension	extension suspension dimension expansion
/sh/ ci delicious	facial social special precious optician vicious delicious mathematician	ancient official gracious efficient beneficial atrocious artificial efficient ferocious mathematician
/sh/ s sugar	sure sugar	sugary
/sh/ ss tissue	pressure tissue issue	assure reassure
/sh/ ce ocean	ocean	crustacean
/m/ mb thumb	lamb bomb thumb comb crumb climb breadcrumb	limb numb climber climbing plumber plumbing tomb honeycomb
/v/ve give	I've give live lived love leave solve nerve serve curve nerve glove active massive detective positive expensive	relative sensitive captive native attractive extensive aggressive
/ch/ tch match	itch match pitch patch catch witch watch snatch twitch stretch hatch ditch fetch scratch kitchen butcher ketchup matchstick	etch hitch latch notch clutch snitch sketch sketchpad sketchbook dispatch pitchfork switched switching snatching catching watched watching scratched scratching Mitchell
/ch/ ture adventure	nature picture mixture creature capture furniture adventure future nature	feature rupture culture moisture puncture fracture sculpture feature signature departure fixture

## Red Rose Letters and Sounds

### Games and Activities

The sequence for teaching a phonics lesson within *Red Rose Letters and Sounds* is structured via:

- Revisit/Review
- Teach
- Practise
- Apply

This document provides the explanation of all games and activities for **revisiting and reviewing, practising, and applying** the approaches detailed in the *Red Rose Letters and Sounds Planning Programme*. The ‘teach’ section of a phonics lesson does not involve these games and activities as the focus is about explicitly teaching new learning.

#### **Alien Talk**

Use a puppet or soft toy to model segmenting and then blending the phonemes in various words, e.g. *pin, man, sheep, day*. (Ensure the puppet does not have a mouth as it is important the children are watching the adult’s mouth movements and the modelling of correct enunciation). In this game, the puppet (adult) says the full word and the children have to segment individual phonemes before blending the word back together. Children could use an alien voice but remember to focus on correct enunciation. It is important to remember to provide effective modelling before children become automatic with this skill. A game like ‘My Turn, Your Turn’ encourages children to copy the adult’s modelling and also supports less confident children.

#### **Airwrite**

Display a grapheme card and say the phoneme. Encourage the children to join in with correct enunciation. Model forming the letter using the letter formation phrase, e.g. */a/ lead in, round the anchor and down the rope*. Invite the children to join in with the patter and write the letter in the air, on the carpet, on their shoe etc.

## **Bingo**

There are several adaptations of the game bingo:

1. **Stand Up Word Bingo:** Each child to stand up and to be given a word containing the focus grapheme on a sticky note. Adult to have a list of these words to use a reference. Adult to then read out words in a random order. If a child has this word, they must sit down and the winner is the last child who remains standing – providing they blend and read their word. (Tricky words can be used within this game but ensure the children are automatically reading these words.)
2. **Stand Up Grapheme Bingo:** As above but focus GPCs are used instead of words.
3. **Make Your Own Bingo:** Adult to display a list of approximately eight words containing the focus grapheme. Children to draw a horizontal line and a vertical line on their whiteboards to create four quadrants. Children pick four words and write a word in each quadrant. Adult to then say the words one by one and children to tick their words off as they are said. The winner is the first child to tick off all four words and jump up shouting “bingo!”

## **Countdown**

Write one word/grapheme/tricky word on sticky notes and place them in a pile. Ask the children to sit in a circle and start the countdown music (or any music of your choice). When the music is playing, children pass the pile of sticky notes around the circle. Each child reads the top word before removing that sticky note and passing the pile on to the next child. **Top tip:** Set up more than one pile of sticky notes travelling around the circle to increase the number of words/graphemes that each child reads in the given time. A sand timer could be used instead of music!

## **Countdown Relay**

Children stand in lines similar to a sports day race. Place a list of words with the focus grapheme and tricky words a little way in front of each line. The first child runs to the list, reads the first word and runs to the back of the line. Repeat until all the children have had a turn/read all the words. The fastest team are the winners. This game can be adapted so the children have to write the words also.

### **Cross the River**

Children sit on either side of the ‘golden/chocolate river’ (this could be a piece of material, skipping ropes, a chalk drawing etc.) The group all say together, “Master, Master, may I cross your golden/chocolate river?” The adult replies, ‘Only if you can read/write the word \_\_\_\_\_ (say a word with the focus phoneme/tricky word)’. Adult identifies errors and supports children with blending and segmenting skills if necessary. The adult then selects a child to jump over the river. The ‘hungry crocodile’ (adult) pretends to ‘capture’ the children jumping across the river. The game can be adapted to include blending for reading and segmenting for writing. This would require the children to either blend to read words or segment to write words dictated by the adult.

### **Faster Finger First**

This game can be played individually or in pairs with a bingo card containing the focus grapheme/word. The adult says the phoneme/word and the children have to find it and quickly point to it on their bingo card. Finger lights/torches are a nice addition to this game A variation of this, which can support oral blending and segmenting, is for the adult to sound talk the word, the children have to blend it together before locating on their card.

### **Firefighter/Superhero Ladder**

Prepare a firefighter/superhero and ladder. Prepare words on the ladder with the focus phoneme (the words could get progressively more challenging as we move up the ladder) as below:

	explain	
	complain	
	plains	
	train	
	snail	
	sail	



Place the firefighter at the bottom. Ask the child to segment and blend the words one a time going up the ladder. For each correct response the firefighter can climb one rung of the ladder. Once at the top, start the game again but this time, children count the phonemes and write the corresponding number in the end rung of the ladder. On the final read, encourage children to read the words automatically without building and blending.

### **Generation Game**

Prepare pieces of paper which each display a word containing the focus grapheme (maximum of 8). Adult to share the words one by one so children can build and blend to read. Once all the words have been shared, hide the words in the room and ask the children to write as many words they can from memory. If children cannot remember all the words, they can hunt around the room to find the word again before they write it. This game can have a blending focus only, and the children work with a partner to share orally the words they remembered.

### **Grapheme/Word Hunt**

Display sticky notes around the room which contain focus graphemes/words/tricky words. Children to find a sticky note, take it to the adult to read (support if needed) and then replace it back where they found it – each child to only retrieve one sticky note at a time. This could be played using points – for every word that is read correctly, the child can get a point. Children to simultaneously retrieve and read as many words to the adult as they can in the given time.

### **Guess That Word**

Select a word that contains the focus grapheme and say some clues which lead the children to guess the mystery word. For example, the focus grapheme might be 'ee' so the clues could be:

- you find them in fields
- they are white
- we get wool from them

Children then write the word, which contains the focus grapheme, segmenting orally first.

### **Hoop Game**

Provide a selection of objects or pictures relating to the target grapheme. Children help to sort the objects and pictures focusing on the initial sounds, e.g. /s/ *scissors, sock, apple, tractor*. The objects or pictures beginning with the target grapheme are placed into the hoop. The other object or pictures which don't start with the target grapheme are not 'allowed' into the hoop. This game could be modified by using a treasure chest or bin, or other approaches linked to classroom themes.

### **I Spy**

This could have just an initial sound focus, used to support oral blending and segmenting. Adult says I spy with my little eye something beginning with 's' and the children identify various objects. This game can also be played with the application with a sentence. The adult invites the group to 'I spy' something relevant in the sentence, e.g. *I spy with my new learning eye... can we see the digraph? tricky word?* Ensure all children read the sentence.

### **Magic Hat/Magic Bag**

Adult to write words onto card/sticky notes with a focus phoneme, e.g. *rain, train, pains etc.* Place these words into a magician's hat and say together, 'Magic hat, magic hat, what's inside my magic hat?' Pass the hat round the group. One child selects a word and without revealing it to the other children, builds and blends it out loud. The rest of the group, after hearing the word, write it down. The child then holding the word reveals it to check that the rest of the group have spelt it correctly. Repeat the game passing the hat to another child.

### **Magic Words/Secret Words**

Adult to display a word containing the focus grapheme/tricky word. Children to build and blend to read the word. The children point their finger/wand at the word and say 'abracadabra' - the word then 'disappears' (adult to hide the word). The children must remember this word, use phonic fingers to orally segment, and then write it down on their whiteboards/phonic journals. The word then 'reappears' for children to check their spelling. **Top tip:** Enhance this game by providing each child with a 'magic wand' – this could even be a something as simple as a straw/rolled up piece of paper.

### **Musical Bumps/Musical Words**

Write words containing the focus grapheme/tricky words on sticky notes and spread them out, facing up, on the floor. Play some upbeat music for the children to dance to and when the music stops they must jump on a word, pick it up and read it aloud. Repeat this process and remind children that they must not jump on the same word twice. **Top Tip:** After each time the music is stopped and the children blend to read the words, the children could then hold the word in their memory, return to their whiteboards/phonic journals and write that word.

### **Musical Statues**

Place focus graphemes on the floor. Play some music whilst the children dance around the graphemes on the floor. When the music stops, the adult says a phoneme and the children have to find the matching grapheme. This could be extended with all children saying the phoneme, providing the action, saying a word involving that phoneme or air writing the grapheme to represent the phoneme.

### **My Turn, Your Turn**

Adult shows a grapheme card and says the associated phoneme. Children copy "t,t,t, a,a,a", repeating after the adult/puppet. This game could be played with tricky words, high frequency words or words with recently taught GPC in to scaffold learning.

### **Nice to Meet You**

This game can be played with specific GPCs, tricky/high frequency words or with words containing a focus GPC. Each child is given a sticky note which they stick on to their heads/hold and then move around the room. When a child meets another child, they wave and say "Nice to meet you ..." (word/phoneme that they can see on the other child's sticky note). The other child then replies "Nice to meet you ...." **Top tip:** adult to put grapheme/tricky word that they would like to assess on their own head so that children will all have to read this when they shake hands with the adult.

### **Odd One Out**

Prepare a selection of words face down all containing the target grapheme plus a word not containing the target grapheme. Invite children to choose a word and show the group, all the children blend to read the word. They have to check if it contains the newly taught grapheme and find the odd one out.

### **Phonic/Tricky Word Aerobics**

Display specifically selected graphemes, words with newly taught GPCs and/or tricky words on interactive whiteboard slides or flashcards (these should be previously encountered if playing this game in the revisit and review part of the lesson). Accompany with upbeat music. Display each grapheme in turn and model an aerobic movement whilst repeating in time to the music. Ask the children to copy and change movements with each different grapheme. This could be extended to displaying full words. The children march the phonemes in the words, to the beat of the music, and then jump and clap them back together saying the full word.

### **Phonic Detectives**

Place approximately six words containing the focus grapheme/tricky words on sticky notes around the room – out of direct sight from where the children are sitting. Display the words alongside a number (maximum of six) e.g. ‘1 rain’ ‘2 pain’ ‘3 train’. Children to write a vertical list of numbers to 6 on their whiteboards or provide a detective writing frame. Play some detective music (the ‘Pink Panther’ theme tune is a great example). Whilst the music plays, the children move around the room like detectives looking for a word. When they find a word, they must blend to read it and remember the number and the word. They then return to their whiteboard/writing frame and write this word next to the corresponding number on their whiteboard. The words must not be removed from their destinations and the whiteboards/writing frames must not be taken with the children to the words. The aim of the game is for the children to find as many of the words as they can, remember them and write them on their own whiteboards before the music ends. **Top Tip:** When children are writing, ensure they are sitting at a table.

### **Phonic Phone**

Children work in pairs. Each child has a laminated mobile phone picture with recently taught graphemes on the buttons. The first child phones their friend and tells them a word they can enter on their phone to connect the call, e.g. shop. The partner has to enter the graphemes sh/o/p by segmenting the phonemes and pretend to call their friend back. **Top tip:** This game can be adapted so the adult selects the words the children have to segment on their phones. To extend, the children could write down the words created.

### **Phonics Puppet/Playful Puppet**

Use a puppet to model orally segmenting words, e.g. *sat at as tap*. What word is she saying? The puppet sometimes makes mistakes and the children have to help her segment and blend the words back together.

## **Popcorn**

There are several ways in which this game can be played/adapted. For each version of the game, the adult would write the focus graphemes/words/tricky words on separate sticky notes and screw up to resemble pieces of ‘popcorn’. Place the ‘popcorn’ into a ‘popcorn box’.

1. **Pass the Popcorn:** Children to sit in a circle and pass the box around the circle whilst the children chant “popcorn pop, popcorn pop....” Until the adult says “popcorn stop!” Whoever is holding the popcorn box at this point selects a piece of ‘popcorn’ and reads the word/grapheme. If they read it correctly, they can jump up and shout “POP”. The rest of the children listen to the child carefully and attempt to segment to write the word.
2. **Mr and Mrs Popcorn:** Adult to hold the popcorn box and select a child to be Mr/Mrs Popcorn. This child selects a word and reads it aloud – if they read it correctly, they can jump and shout “POP”. The rest of the group then write this word on a whiteboard. The adult and Mr/Mrs Popcorn move around the room checking other children’s whiteboards. If they have written it correctly, the adult or Mr/ Mrs Popcorn say “well done, you can pop”. If they notice the child hasn’t written the word correctly, then can assist the child to improve the word. **Top tip:** the child that has been selected as ‘Mr/Mrs Popcorn’ can take the sticky note around with them when checking the other children’s words to use as a reference.
3. **Popcorn Pop:** If the group is small enough, the adult can ‘explode’ the popcorn by thrusting the popcorn box in the air and allowing the ‘popcorn’ to spill all over the floor. Children to find a piece of ‘popcorn’ and read the word. If they read it correctly, they shout ‘pop! Children to screw up and replace the ‘popcorn’ back into the popcorn box for the adult to repeat this process.

## **Puppet Games**

This game can be played with a variety of puppets (the children believe a different puppet is a different game!) although the concept is exactly the same. This game can be adapted to have a blending focus or a segmenting focus. For a blending to read focus, prepare the words on the corresponding food item for that puppet, e.g. *bananas for a monkey; steaks for a tiger; fruit for an elephant*.

- **Blending focus:** Each child to be provided with a word. When they read the word correctly, the puppet will make a sound to acknowledge this, e.g. ‘*Tony the Tiger*’ will ‘roar’ at the children.
- **Segmenting focus:** Prepare laminated versions of whatever that puppet would eat, e.g. *a monkey puppet and some laminated bananas*. The monkey will ask the children to write a word containing the focus grapheme and the children will write this word on their ‘banana’. The monkey will go around making monkey noises if the children have written it correctly. If laminated objects are not available, use small whiteboards.

**Top tip:** the children love this game if the adult embraces the role of the puppet. If a child has made an error when blending to read or segmenting to spell, pretend the puppet has whispered some advice for the adult to pass onto the child – children love taking advice from the puppet!

### **Quickwrite/Whiteboard Workout!**

Display a grapheme card and say the phoneme. Encourage the children to join in enunciating correctly. Model forming the letter using the letter formation phrase, e.g. /a/ lead in, round the anchor and down the rope. Invite the children to join in with the patter/phrase and write the letter in the air, on the carpet, on their shoe etc. This game can be extended (Quickwrite) using whiteboards and the children have to quickly write the grapheme/word on their board and place above head to add an element of challenge!

### **Read, Read, Run**

This game is based on the playground game Duck, Duck, Goose. The children stand in a circle and each child has a sticky note containing the focus grapheme/word. The adult walks around the circle and instructs each child to read the word whilst touching their head. The adult continues prompting children to read until the adult says, “run”. At this point the child reads the word then chases the adult around the circle to beat them to the original position. **Top tip:** Each time, ensure the children swap their sticky notes with another child to expose them to a variety of words/graphemes. This game can be played with a writing focus also. As the child shouts the word and begins to run, the children still in the circle write down the word shouted before the ‘runner’ gate back to their original position.

### **Read, Write Word Swap**

The children sit in a circle and work in pairs, with a small whiteboard and pen. In the middle of the circle place a collection of words. The first child selects a word and takes it to their partner to read to them. The partner then writes the word down on their whiteboard and checks if it is correct. Then they repeat but swap roles. The winning pair are the ones who have the most words on their whiteboard within the time allocated. This game can be played with a blending focus only (Read Word Swap) where the children just read the words and then swap.

### **Segmenting Susan**

Use a puppet or soft toy to model segmenting the phonemes in various words, e.g. *pin, man, sheep, day*. (Ensure the puppet does not have a mouth as it is important the children are watching the adult’s mouth movements and the modelling of correct enunciation.) In this game the puppet (adult) segments (sound talks) the individual phonemes and the children have to blend the word back together.

### **Shopping Game**

The adult is the shopkeeper with objects/graphemes/words for ‘sale’. Children are invited to ‘buy’ something from the shop. Depending on the focus, the adult gives different instructions, e.g. “*You can only come to my shop and buy the d-u-ck*”. The child then blends the word before selecting the object. To promote oral segmenting, the adult could ask the children to use their robot voice to sound talk the objects they want to buy. This game could be used with GPCs and/or words in the same way, e.g “*I would like to buy the tricky word people.*” The whole group write the word down on their ‘shopping list’.

### **Silly Soup**

Children sit in a circle with an adult who has a bowl and spoon. Pictures are placed in the middle of the circle. All the children sing, “We’re making lots of silly soup, we’re making soup that’s silly, we’re going to put it in the fridge, to make it nice and chilly.” Adult asks if we can put in the c-a-t, sh-o-p etc. Children orally blend, find the corresponding picture and put in the ‘soup’. This game can be used to focus on initial sounds, rhyming words, oral blending and segmenting, GPCs or words.

### **Simon Says**

Simon says put your hand on your h-e-a-d, kn-ee-s etc. Sound talk the word for children to orally blend. Children follow the instruction given by the adult, practising their blending skills.

### **Sound Talk Snap**

Each child has a word. The adult/phonics puppet sound talks a word and invites the children to orally blend the word. The children then read their own word and check to see if they have the same word as the orally blended one. If so, they shout snap! Ask the children to swap their word with a friend then repeat. This game can also have tricky words included but the adult reads it rather than sound talking and encourages sight recognition from the children.

### **Splat**

Children to sit in a circle with two fly swatters in the centre. Have a selection of the focus graphemes words/tricky words written on sticky notes/pieces of paper and place these in the middle of the circle of children. Select two children to come and be the ‘splatters’. Adult to say one of the words/graphemes/tricky words displayed on the sticky notes and the two ‘spatters’ have to ‘splat’ that word as quickly as possible. Whilst these two children are locating and splatting the word, the rest of the children have to write that word/grapheme/tricky word as quickly as possible on a whiteboard. The quickest ‘splatter’ remains in this role and the adult selects another member of the circle to replace the other ‘splatter’.

### **What's Missing?**

Show three graphemes, e.g. *f-i-sh*. Ask the children to close their eyes, whilst the adult removes one grapheme. Question the children to identify which grapheme has disappeared. Repeat several times ensuring correct enunciation. This game could be played with tricky words, high frequency words or words with a recently taught GPC in.

### **Word Match**

Provide two sets of the same words. One set is placed face up on the floor and the other set in a bag. The phonics puppet takes a word from the bag and the children build and blend to read together. The group then have to find the same word from the selection on the floor. This could be extended so the children have to remember the word in order to write it on a small whiteboard.

### **Zoo Animals**

Provide a selection of words containing the focus grapheme/tricky words spaced out, face down on the floor. Organise the children into two equal groups – animals and zoo keepers. The ‘animals’ move around the room making animal noises and acting like their animal (animal masks enhance this) and the zoo keepers stand around the edge of the room holding a whiteboard and a pen. The adult then shouts, “Feeding time!” and the animals pick up a word (tell the children that this is the food). They take their ‘food’ over to a zoo keeper and read the word to the ‘zoo keeper’. The ‘zoo keeper’ then writes this word and the animal checks it to make sure they have written it correctly. Return the words to the floor and the children swap roles. Remind children that if they must select a new word each time.

**Top tip:** this game can be played using a variety of different themes and it is a great idea to match the theme to your children’s interests.

Examples:

1. **Fairies and Unicorns:** the fairies could dance or fly around until the adult says a magical command and then they take their word to a unicorn.
2. **Saluting Soldiers** (soldiers and officers) The soldiers march around the words until the adult says, “Attention!” The soldiers take their word to an officer.
3. **Phonic Football:** The footballers jog around the words until the adult blows a whistle. The footballers take their words to the goal keepers.

## Application Games

It is essential that when sentences are used for application purposes, the content of the whole sentence is within that child's phonetic ability. This means that only previously taught graphemes and tricky words should be expected. It is also good practice to remind children about capital letters, finger spaces and full stops throughout this section of the lesson. Whiteboards and/or phonic journals can be used to record sentences.

### **Abracadabra**

The adult displays a sentence containing words with the focus grapheme/tricky words. Fold up the sentence and reveal a word at a time if desired. Children decode to read the words and the complete sentence. Similar to the 'Magic Words' game, children then wave their 'wand' and say 'abracadabra' to make the sentence disappear. Children then write the sentence on their whiteboards. The sentence is then displayed for children to review if they have written it correctly, and then make improvements if needed.

### **Blankety Blank**

The adult displays a sentence containing the focus grapheme/tricky words with a missing word. Children work in pairs to read the sentence then say or write down a word which would fit in the missing position, e.g. *The rain will go on the..... (train, hail, sail, tail)*. Consider providing a word bank for children to select from for the missing word if needed. Ensure the word bank includes the focus grapheme or previously taught graphemes.

### **Deal or No Deal?**

Display several sentences, including some with errors, e.g. *no full stop, tricky word spelt incorrectly etc*. Children to read each sentence and check it is spelt correctly. Children to say, "Deal" if it is correct and, "No deal" if it is incorrect using a thumbs up and thumbs down approach. Model editing to improve sentences with children's contributions if the sentence has incorrect spellings.

### **Famous Phone Call**

Use a toy phone or a purpose made ‘phonics phone’ to receive phone calls from ‘famous’ characters which suit your children’s interests. Pretend to receive a phone call and explain to the children who it is and what the character would like them to write. Role play the character who is on the phone and explain that they would like the children to accept a challenge to remember their capital letters, finger spaces and full stops. Adult to say a sentence from the character before asking children to repeat this sentence orally, three times. Children then write this sentence on small whiteboards or in phonics journals. The adult can provide tips or comments from the character to assist with accuracy.

**Top tip:** Take note of your children’s current interests so that you can speak to their idols!

### **Finish the Sentence/Finish it!**

The adult models writing the start of a sentence which contains words including focus graphemes/tricky words. Children to decode to read the sentence starter, and then orally compose a variety of ways in which the sentence could end. Children then write their sentence selecting from a word bank provided and/or their own phonetic knowledge.

### **Jet Set**

Display a sentence on card/sentence strip (placed on an image of a runway with a toy jet) which contains the focus grapheme/tricky words. Children to decode the sentence, then read three times. Slice up the sentence and mix up the words. Children to write the sentence in the correct order on whiteboards before the adult models placing the words in the correct order and children check their responses. If the children have written their sentence correctly, they can make a roaring zooming noise for the toy jet to take off!. This game could have a reading focus, where children have to build their sentence and read with fluency.

**Top tip:** Organise the children into pairs with ‘pilots and passengers’ to read or write sentences with one child checking the other child’s attempts.

### **Phonics Factor**

Display several words containing the focus grapheme and several tricky words. Children to compose and write a sentence (this can be a silly sentence) which contains as many of the displayed words as possible. They may also need to add in some of their own words to ensure the sentence makes sense. The children read their sentence aloud and gain a point for each displayed word that they have successfully included in their sentence. **Top tip:** Play a TV show theme tune to further engage the children as part of the session.

### **Scrambled Sentences**

Display a sentence which contains the focus grapheme/tricky words and decode together two or three times. Encourage the children to remember the sentence. Slice the sentence onto individual word cards, then scramble the words, before the children help to reorganise, and read the sentence for sense.

### **Sentence Detectives**

Adult to place a range of sentences around the room which contain words with the focus grapheme/tricky words. The children become detectives to search for a sentence before reading it. The children say the sentence multiple times and return to their table to tell a friend orally before writing it on a small whiteboard/phonics journal/detective writing frame. **Top tip:** Use detective style music to add interest and motivation as children are finding sentences.

### **Sentence Reveal**

Display a prepared sentence written on the interactive whiteboard or on a sentence strip of paper. The adult slowly reveals each letter/word and the children have to read/guess what it might be until they have completed the sentence. Model re-reading to support fluency and invite the children to join in. This game can also be played where children remember the revealed sentence, say it three times and then write on whiteboards or in phonics journals.

### **Sentence Substitution**

Adult to display a sentence containing words with the focus grapheme/tricky words. Children to decode the sentence and write it down. Adult to provide further words/word bank for the children to substitute with an existing word in the sentence. The children then rub out a word and replace it with the new, substitute word. Children can create a ‘silly sentence’ which adds to motivation.

### **Silly Sentences**

Adult to write/display a sentence containing the focus grapheme/tricky words. Children to quietly decode to read the sentence individually before placing thumbs up or down if they think it is a silly sentence, e.g. *A pig can hop*. Repeat with two or three sentences.

### **Silly Voices**

Adult to model saying a sentence containing words with focus grapheme/tricky words. Children to repeat this sentence in a silly voice of their choice. Repeat with further sentences if desired. To extend, the children could write this sentence on small whiteboards or in phonics journals.

### **Superhero Code Cracker (variation to Famous Phone Call)**

Use a laminated picture of a superhero phone or a toy phone to gain the children's interest. The superhero/celebrity makes a phone call asking the children to help crack the code. This is a dictated sentence but it adds purpose and audience! The adult dictates each word within the sentence as the children write on their small whiteboard or in a phonics journal. Following this, the superhero/celebrity asks the children to read their sentence aloud so he/she can check if they cracked the code! **Top tip:** Select superheroes which gain the interest of the children, e.g. *Spiderman, the Headteacher, teaching assistant, member of the welfare staff etc.*

### **Yes or No!**

Adult to write a question which includes words with focus grapheme and tricky words. Children to quietly decode to read the questions and answer with 'yes' or 'no' on their whiteboard. This can also be done physically. Children stand up if they think the answer is 'yes' and 'sit' down if they think the answer is 'no'. **Top tip:** sometimes the children may answer differently to one another but this may be true. Discuss their answers briefly, e.g. '*Can you see the rain?*' – some children may be able to see the rain from where they are sitting and some may not. This game can be played with words (in revisit/review section) rather than sentences, e.g. *Does the word 'horn' have the 'ur' digraph in?*

## Red Rose Letters and Sounds

### Formation Phrase Handwriting Patter

It is recommended that when teaching letter formation, a phrase is used in order to embed the directionality. All adults who teach letter formation are encouraged to use the same approach as children learn effectively through repetition.

This chart provides an overview of the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

a	Round the anchor and down the rope.	n	Down the nose and over the nostril.
b	Down the bat and round the ball.	o	Back around the octopus.
c	Curl round the cat.	p	Down the path, up the path and round the pond.
d	Back round the dog's body, up to his ears and down to his tail.	q	Quick! Back round the pond, down and splash.
e	Across the shelf and over the elf.	r	Rain down to the ground and over the rainbow.
f	Follow down the flamingo and fly.	s	Slip down the slide.
g	Go round the gorilla and swing from the vine.	t	Down the tree and across the branch.
h	Down the hill and over the hedge.	u	Down under the sea, up for breath and down again.
i	Down the insect and don't forget his cap.	v	Down the vase and up the vase.
j	Jump off the jetty and don't forget your cap.	w	Down the wave and up the wave. Down the wave and up the wave.
k	Down the koala's body, arm and leg.	x	Cross the box and cross the box.
l	Down the long ladder.	y	Down the yo-yo, up the yo-yo and swing.
m	Down the mound and over the moles.	z	Zip, zap, zoom!

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