



Every child Every day Every way Experiencing success

Acre Rigg Infant School

Phonics Planning



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At Acre Rigg Infant School we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to support children on their journey to becoming fluent in reading and writing. The teaching of phonics is given a high priority throughout Early Years and Key Stage 1. Children have daily discrete phonics lessons and they are given opportunities to practise their early reading and writing skills both through directed teacher-led tasks and independent learning in the classroom areas.

Our programme overview shows the progression of grapheme-phoneme-correspondences (GPCs), tricky words and high frequency words (HFW) that we teach in each phase of phonics. The progression has been organised so that children are taught from the simple to more complex GPCs. All the graphemes taught are practised in words, sentences, and in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn. Our expectations of progression are aspirational yet achievable through consistent delivery, practice and participation by all children. Children who are not keeping up with their peers will be given additional practice immediately through additional provision sessions.

Phase 1 (Introduced in Nursery)		Phase 1 develops children’s abilities to listen to, make, explore and talk about sounds. Phase 1 is split into 7 aspects that are explored and developed through whole class, small group and individual activities.	7 Aspects of Phase 1 1. General sound discrimination- environmental sounds 2. General sound discrimination- instrumental sounds 3. General sound discrimination- body percussion 4. Rhythm and rhyme 5. Alliteration 6. Voice Sounds 7. Oral blending and segmenting
Phase 2 (Introduced in Reception)	Half termly assessment: Sounds Blending Keyword recognition	Phase 2 introduces simple letter-sound correspondences. As each set of letters is introduced, children are encouraged to use their new knowledge to blend and segment simple VC and CVC words.	23 new GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss 6 tricky words - I, no, go, to, the, into HFW - a, an, and, dad, at, it, is, in, can, as, on, mum, not, put, up, if, big, but, get, off, his, got, had, him, back, of
Phase 3 (Introduced in Reception)	Half termly assessment: Sounds Blending Keyword recognition	During Phase 3, children will learn more complex phonemes such as digraphs and trigraphs. The remaining letters of the alphabet are taught. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words.	26 new GPCs j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er 12 tricky words - he, she, we, me, be, you, are, her, was, all, they, my HFW - them, will, with, then, see, look, too, this, that, down, now, for
Phase 4 (Introduced in Year 1)	Half termly assessment: Sounds Blending Segmenting Keyword recognition Keyword spelling	Children will consolidate their knowledge of learned graphemes during this phase and they will learn to read and spell words which have adjacent consonants and polysyllabic words. No new graphemes are introduced.	14 tricky words - said, have, like, so, do, some, come, little, one, were, there, what, when, out HFW - it’s, help, from, just, went, children
Phase 5 (Introduced in Year 1)	Half termly assessment: Sounds Blending Segmenting Keyword recognition Keyword spelling	The purpose of Phase 5 is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn more complex graphemes and alternative pronunciations for some graphemes and alternative spellings for some phonemes. Letter names are introduced and children will learn how to recognise and form capital letters.	18 new GPCs - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a_e, e_e, i_e, o_e, u_e 10 new alternative sounds - ow, ey, ur, a, e, i, o, u, c, g 9 tricky words - oh, Mr, Mrs, people, their, called, looked, asked, could HFW - made, your, came, saw, make, old, about, house, time, day, here, by, I’m, don’t, very, today, says, where, love, once, ask, friend, school, push, pull, full, our

SEQUENCE OF TEACHING IN A DISCRETE PHONICS SESSION

REVIST AND REVIEW GPCs

Practice recalling previously learned GPCs
Practise reading and spelling words with previously learned graphemes



INTRODUCTION

Objectives and criteria for success
Put up frieze letter (where appropriate)



TEACH

Teach new graphemes



PRACTISE

Practise blending and reading words with a new GPC
Practise segmenting and spelling words with a new GPC



APPLY

Read or write a caption/sentence using one or more keywords and words containing the target graphemes



REVIST AND REVIEW KEYWORDS

Practise previously learned keywords



TEACH

Teach new keyword



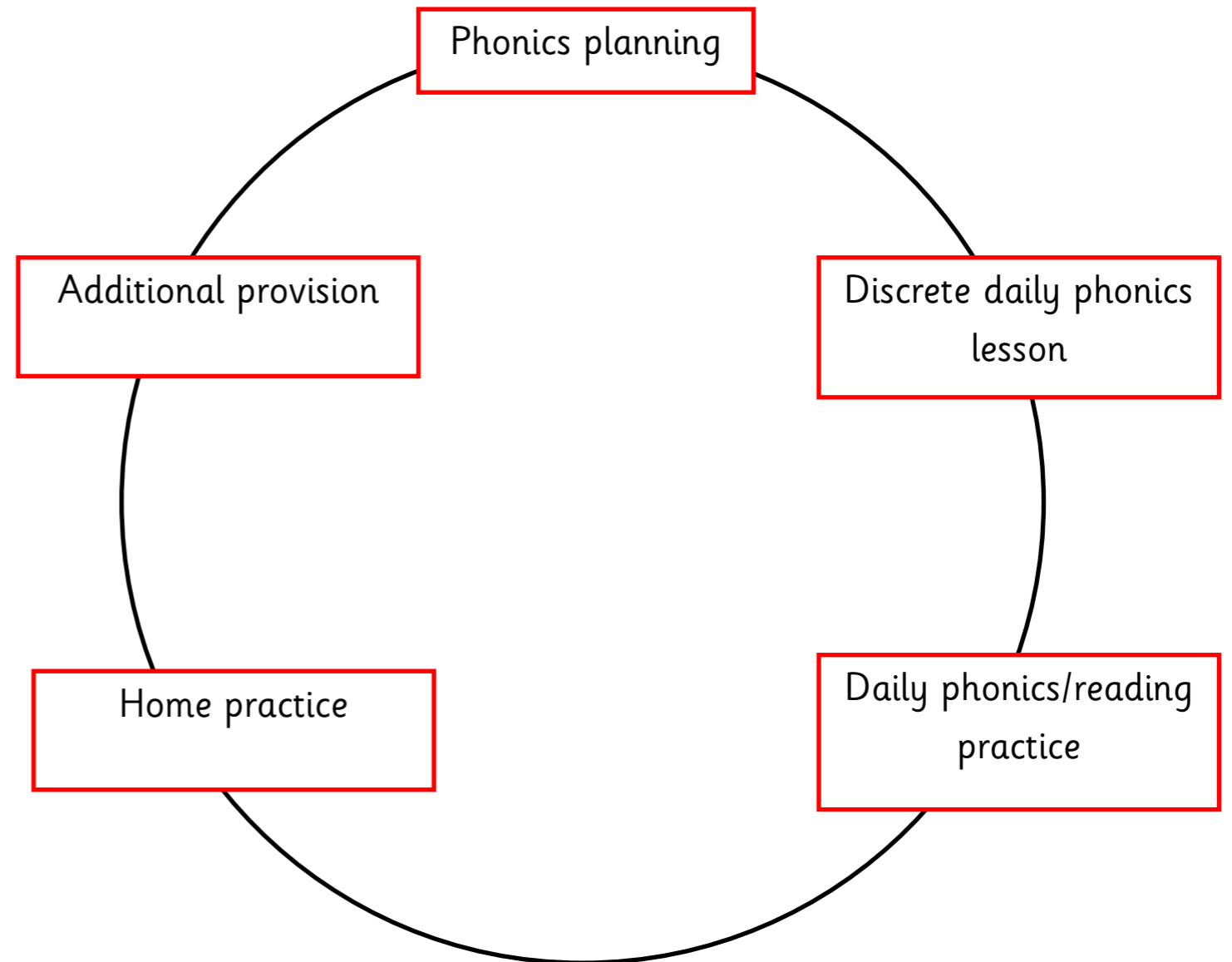
PRACTISE

Practise reading and spelling new high frequency word



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Resources/websites to support

Statutory Framework for the Early Years

Acre Rigg Infant School

Phonics frieze displayed in classroom

Phonics play online games

Sound flashcards

Key word flashcards

Jolly jingles to introduce new sounds

Comprehension ELG

Children at expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate-where appropriate-key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word reading ELG

Children at expected level of development will:

- Say the sound for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing them with a letter or letters
- Write simple phrases and sentences that can be read by others.

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Add –er and –est to adjectives where no change is needed to the root word.
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.
- Add s and es to words (plural of nouns and the third person singular of verbs).
- Add the prefix –un.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Phase 2	Revisit and Review	Teach	Practise			Apply	Key words	Statutory Framework for the Early Years (Working towards by the end of Reception..)
				Practise blending and reading words with new GPC	Practise segmenting and spelling words with new GPC			
Week 1 Set 1 s a t p	<ul style="list-style-type: none"> Consolidate Phase 1 where needed Practise the letters and sounds learned so far Practise reading and spelling words with previously learned graphemes 	<ul style="list-style-type: none"> Teach new graphemes including formation 	<ul style="list-style-type: none"> Lots of practise opportunities for forming each letter e.g. in the air, on the carpet, on another child's back, on a whiteboard Find the initial sound 	Oral blending to complete at the end of the week: at sat pat	Oral segmenting to complete at the end of the week: as sap Tap		<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords I, no, go, to Practise reading and spelling new key words 	<u>Comprehension ELG</u> <i>Children at expected level of development will:</i> ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Week 2 Set 2 i n m d	<ul style="list-style-type: none"> Consolidate Phase 1 where needed Practise the letters and sounds learned so far Practise reading and spelling words with previously learned graphemes 	<ul style="list-style-type: none"> Teach new graphemes including formation 	<ul style="list-style-type: none"> Lots of practise opportunities for forming each letter e.g. in the air, on the carpet, on another child's back, on a whiteboard Find the initial sound 	1. sip, pit 2. nip, pan 3. map, Sam 4. dip, pad	1. sit, pip 2. tin, nap 3. mat, man 4. sad, dim	<ul style="list-style-type: none"> Apply blending and segmenting skills through playing games on Phonics Play website. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords the, into, a, an Practise reading and spelling new key words 	⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <u>Word reading ELG</u> <i>Children at expected level of development will:</i> ⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Week 3 Set 3 g o c k	<ul style="list-style-type: none"> Consolidate Phase 1 where needed Practise the letters and sounds learned so far Practise reading and spelling words with previously learned graphemes 	<ul style="list-style-type: none"> Teach new graphemes including formation 	<ul style="list-style-type: none"> Lots of practise opportunities for forming each letter e.g. in the air, on the carpet, on another child's back, on a whiteboard Find the initial sound 	1. pig, tag 2. dog, pod 3. cat, cot 4. kit, Kim	1. gap, dig 2. pot, top 3. cap, cog 4. kit, kid	<ul style="list-style-type: none"> Apply blending and segmenting skills through playing games on Phonics Play website. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords and, dad, at, it Practise reading and spelling new key words 	⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing ELG</u> <i>Children at expected level of development will:</i>
Week 4 Set 4 ck e u r	<ul style="list-style-type: none"> Consolidate Phase 1 where needed Practise the letters and sounds learned so far Practise reading and spelling words with previously learned graphemes 	<ul style="list-style-type: none"> Teach new graphemes including formation 	<ul style="list-style-type: none"> Lots of practise opportunities for forming each letter e.g. in the air, on the carpet, on another child's back, on a whiteboard Find the initial sound 	1. pack, kick 2. pet, pen 3. cut, mug 4. rip, rot	1. sock, pick 2. ten, peg 3. cup, sun 4. rat, rug	<ul style="list-style-type: none"> Apply blending and segmenting skills through playing games on Phonics Play website. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords is, in, can, as, on Practise reading and spelling new key words 	⇒ Writ3e recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.

Phase 2	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	Statutory Framework for the Early Years (<i>Working towards by the end of Reception..</i>)	
				Practise blending and reading words with new GPC				Practise segmenting and reading words with new GPC
Week 5 Set 5 h b f (ff) l (ll) (ss)	<ul style="list-style-type: none"> Consolidate Phase 1 where needed Practise the letters and sounds learned so far Practise reading and spelling words with previously learned graphemes 	<ul style="list-style-type: none"> Teach new graphemes including formation 	<ul style="list-style-type: none"> Lots of practise opportunities for forming each letter e.g. in the air, on the carpet, on another child's back, on a whiteboard Find the initial sound 	1. hot, hug 2. bus, bag 3. huff, fun 4. bell, lap 5. pass, less	1. hop, hat 2. bed, bug 3. fog, fit 4. doll, leg 5. mess, hiss	<ul style="list-style-type: none"> Read a caption or sentence using one or more keywords and words containing the target grapheme 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords mum, not, put, up, if Practise reading and spelling new key words 	<u>Comprehension ELG</u> <i>Children at expected level of development will:</i> ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <u>Word reading ELG</u> <i>Children at expected level of development will:</i>
Week 6 Consolidate Phase 2 sets 1-5						<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords big, but, get, off, his Practise reading and spelling new key words 	⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Week 7 Assessments Review additional provision groups						<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords got, had, him, back, of Practise reading and spelling new key words 	<u>Writing ELG</u> <i>Children at expected level of development will:</i> ⇒ Write recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.	

Phase 3	Revisit and Review	Teach	Practise		Apply	Key words	Statutory Framework for the Early Years (Working towards by the end of Reception..)
			Practise blending and reading words with new GPC	Practise segmenting and spelling words with new GPC			
Week 1 Set 6 j v w x	<ul style="list-style-type: none"> Practise the letters and sounds learned so far 	<ul style="list-style-type: none"> Learn an alphabet song Teach new graphemes including formation 	1. jet, Jill, Jen 2. visit, Vic 3. wet, wag, wax 4. box, fix, six	1. jog, jam, Jack 2. van, vet 3. web, wig, win 4. fox, mix, wax	<ul style="list-style-type: none"> Read a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> Jog up the hill. I had jam. A cat and a vet. Jam in the van. The dog is wet. A pig in a wig. A fox in a box. She is six. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords he, she, we, me Practise reading and spelling new key words 	<u>Comprehension ELG</u> Children at expected level of development will: ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Week 2 Set 7 y z zz qu	<ul style="list-style-type: none"> Practise the letters and sounds learned so far Point to the letters in the alphabet while singing the alphabet song 	<ul style="list-style-type: none"> Teach new graphemes including formation 	1. yak, yet, yuck 2. Zak, zig-zag 3. jazz, fizz 4. quiz, quack, quill	1. yell, yes, yum 2. zip, zap 3. buzz, fuzz 4. quick, quit	<ul style="list-style-type: none"> Read a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> A dog can yap. A yak on a hill. Zip it up. Zak is his dog. The bell can buzz. The pop had fizz. A duck can quack. The quiz is quick. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords be, you, her, was Practise reading and spelling new key words 	<u>Word reading ELG</u> Children at expected level of development will: ⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Week 3 ch sh th ng	<ul style="list-style-type: none"> Practise previously learned GPCs Point to the letters in the alphabet while singing the alphabet song 	<ul style="list-style-type: none"> Teach consonant digraphs including formation/joining 	1. chin, check, chicken 2. shop, shed, rush 3. thick, path, bath 4. ring, song, king	1. chop, chip, rich 2. shin, ship, fish 3. moth, thin, with 4. sing, wing, long	<ul style="list-style-type: none"> Read and write a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> The rich man had a big chin. The chicken got a chill. Chop the chips. His fish and chips are on a dish. I am in a rush to get to the shop. A fish and a shell. The ship hit the rocks with a thud. Dad has a thick hat. Duck in a bath. He sang a song to me. The moth has thin wings. Sing a song. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords my, all, them, they Practise reading and spelling new key words 	<u>Writing ELG</u> Children at expected level of development will: ⇒ Write recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.

Phase 3	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Statutory Framework for the Early Years (Working towards by the end of Reception..)</u>
			Practise blending and reading words with new GPC	Practise segmenting and spelling words with new			
Week 4 ai ee oa oo	<ul style="list-style-type: none"> Practise previously learned GPCs Point to the letters in the alphabet while singing the alphabet song 	<ul style="list-style-type: none"> Learn an alphabet song Teach vowel digraphs including formation/ joining 	1. wail, pain, chain 2. cheek, see, deep 3. coat, loaf, toad 4. boot, rooftop, cool 5. took, wood, hood	1. sail, rain, tail 2. sheep, teeth, feet 3. goat, soap, road 4. zoo, food, moon 5. foot, good, wool	<ul style="list-style-type: none"> Read and write a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> Mum and Dad got wet in the rain. The cat has a long tail. He can see his big feet. I feel sad in the rain. A coat is on a peg. The foal had a pain in his hoof. We look at the book. The wool was thick. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords will, with, then, see Practise reading and spelling new key words 	<u>Comprehension ELG</u> <i>Children at expected level of development will:</i> ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Week 5 ar or ow oi	<ul style="list-style-type: none"> Practise the letters and sounds learned so far Point to the letters in the alphabet while singing the alphabet song 	<ul style="list-style-type: none"> Teach digraphs including formation/ joining 	1. card, jar, park 2. cork, sort, forget 3. now, owl, town 4. coil, join, boil	1. car, bark, hard 2. fork, torn, born 3. cow, down, wow 4. coin, soil, oil	<ul style="list-style-type: none"> Read and write a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> Mark and Carla got wet in the rain. It is dark on the moon. The fork was sharp. Will a fish forget things? I park my car in town. We bow down to the king and queen. She digs in the soil. The coin was in the oil. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords look, too, are, this Practise reading and spelling new key words 	<u>Word reading ELG</u> <i>Children at expected level of development will:</i> ⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Week 6 ur er igh	<ul style="list-style-type: none"> Practise previously learned GPCs Point to the letters in the alphabet while singing the alphabet song 	<ul style="list-style-type: none"> Teach digraphs including formation/ joining 	1. burn, burp, hurtful 2. boxer, singer, rocker 3. high, light, fight	1. fur, curl, surf 2. farmer, shorter, shower 3. sigh, night, right	<ul style="list-style-type: none"> Read and write a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> I can surf or sail a boat. The dog has fur on his tail. I can see a farmer. The boxer has a shower. It is dark at night. It will rain tonight. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords that, down, now, for Practise reading and spelling new key words 	<u>Writing ELG</u> <i>Children at expected level of development will:</i> ⇒ Write recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.

Phase 3	Revisit and Review	Teach	Practise		Apply	Key words	Statutory Framework for the Early Years (Working towards by the end of Reception..)
			Practise blending and reading words with new GPC	Practise segmenting and spelling words with new GPC			
Week 7 ear air ure	<ul style="list-style-type: none"> Practise previously learned GPCs Point to the letters in the alphabet while singing the alphabet song 	<ul style="list-style-type: none"> Teach vowel digraphs including formation/joining 	1. gear, beard, near 2. hair, lair, pushchair 3. pure, sure, manure	1. hear, tear, ear 2. fair, chair, pair 3. cure, mature, lure	<ul style="list-style-type: none"> Read and write a caption or sentence using one or more keywords and words containing the target grapheme <ol style="list-style-type: none"> I can hear an owl hoot at night. The church is near the farmyard. She has fair hair but he has dark hair. Dad was in his chair. The farmyard was full of manure. The vet will cure the cow. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play 	<u>Comprehension ELG</u> <i>Children at expected level of development will:</i> ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories
Week 8 Consolidate Phase 3						<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play 	⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <u>Word reading ELG</u> <i>Children at expected level of development will:</i>
Week 9 Consolidate Phase 3						<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play 	⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Week 10 Assessments Review additional provision groups						<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play 	<u>Writing ELG</u> <i>Children at expected level of development will:</i> ⇒ Write 3e recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters
Weeks 11 and 12 - Further consolidation of Phase 3 or move onto Phase 4							⇒ Write simple phrases and sentences that can be read by others.

Phase 4	Revisit and Review	Teach	Practise		Apply	Key words	Statutory Framework for the Early Years (Working towards by the end of Reception..)
			Practise blending	Practise segmenting			
Week 1 st, nd, mp, nt, nk	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise reading and spelling CVC words 	<ul style="list-style-type: none"> Teach reading words with adjacent consonants. Teach spelling words with adjacent consonants. 	1. best, lost, stop 2. pond, hand, mend 3. lamp, camp, lump 4. hunt, plant, point 5. skunk, pink, tank	1. fast, step, stick 2. wind, band, sand 3. damp, jump, limp 4. dent, paint, tent 5. trunk, think, sink	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> He got a star sticker. The nest was high up in the tree. The sand was soft in my hand. I saw fish in the pond. If you feel down in the dumps then jump and sing. The post was damp in the rain. I will camp in the tent. The ant was on the plant. I think that pink is the best. She got a drink at the sink. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords said, so, it's, help Practise reading and spelling new key words 	<u>Comprehension ELG</u> <i>Children at expected level of development will:</i> ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Week 2 ft, sk, lt & lp lf & lk pt	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise reading and spelling CVC words 	<ul style="list-style-type: none"> Teach reading words with adjacent consonants. Teach spelling words with adjacent consonants. 	1.gift, loft, tuft 2. mask, whisk, skin 3. belt, felt, gulp, 4. golf, silk, elf 5. wept, crept, slept	1. lift, soft, shift 2. skip, tusk, desk 3. melt, help, yelp 4. shelf, milk, sulk 5. script, kept, adopt	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> The gift was soft and light. I left the box in the loft. I can skip on the yard. The skunk had a bad smell. The frost will melt in the sun. I need help with my belt. The elf was on the shelf. The silk dress was red and pink. I slept in my bed. A lost chimp felt sad so he wept. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords some, come, have, do Practise reading and spelling new key words 	<u>Word reading ELG</u> <i>Children at expected level of development will:</i> ⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing ELG</u> <i>Children at expected level of development will:</i> ⇒ Write 3e recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.
Week 3 tr, dr, gr, cr, br & fr	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise reading and spelling CVCC words 	<ul style="list-style-type: none"> Teach reading words with adjacent consonants. Teach spelling words with adjacent consonants. 	1. tree, train, truck 2. drink, dress, drip 3. green, grass, grin 4. crown, cross, crunch 5. brick, frog, frown	1. track, trip, trust 2. drum, drop, drain 3. gran, grip, growl 4. crab, crust, crisp 5. brown, frost, brush	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> I will plan a trip to the moon. The train was on the track. We had milk to drink. The raindrop fell down the drain. Gran was on a train to Spain. He cut the green grass. The queen had a crown. A crab crept into a crack in the rock The frog had green skin. Dip the brush in the brown paint. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords when, out, from, just Practise reading and spelling new key words 	<i>Children at expected level of development will:</i> ⇒ Write 3e recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.

Phase 4	Revisit and Review	Teach	Practise		Apply	Key words	Statutory Framework for the Early Years (Working towards by the end of Reception..)
			Practise blending	Practise segmenting			
Week 4 bl, fl, gl & pl cl sl	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise reading and spelling CVCC/CCVC words 	<ul style="list-style-type: none"> Teach reading words with adjacent consonants. Teach spelling words with adjacent consonants. 	1. black, blog, block 2. flag, flat, flick 3. glass, plug, planet 4. clock, clap, cliff 5. sleep, sled, sling	1. blink, blush, blast 2. flap, flash, float 3. gloom, plant, plum 4. clown, class, click 5. slip, slug, slush	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> The rocket will blast off. His blanket is green and black. She had flip flops on her feet. The flag hung in the wind. I had a plum with a glass of milk. My sister is glad. The clown got a clap when he did a trick. We have a clock in the class. The sloth went to sleep in the tree. Do not slip on the frost. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords went, like, what, one Practise reading and spelling new key words 	<u>Comprehension ELG</u> <i>Children at expected level of development will:</i> <ul style="list-style-type: none"> ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate-where appropriate-key events in stories ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Week 5 sp, pr & sn sc & sm tw nch	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise reading and spelling CVCC/CCVC words 	<ul style="list-style-type: none"> Teach reading words with adjacent consonants. Teach spelling words with adjacent consonants. 	1. spot, spoon, grasp 2. print, press, snail 3. scarf, smell, smash 4. twig, twins, twister 5. bench, hunch, branch	1. spin, crisp, speed 2. printer, sniff, snack 3. scan, scalp, smart 4. twist, twin, tweet 5. lunch, grinch, French	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> My dog has black spots on his fur. His spoon is next to his fork. The snail left a trail on the printer. Some children like to play pranks. My scarf is soft and smooth. I can smell food. A twig fell from the tree. We have twins in the class. I had my lunch on a bench. The branch went crunch. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords children, little, were, there Practise reading and spelling new key words 	<u>Word reading ELG</u> <i>Children at expected level of development will:</i> <ul style="list-style-type: none"> ⇒ Say the sound for each letter of the alphabet and at least 10 digraphs ⇒ Read words consistent with their phonic knowledge by sound blending ⇒ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Week 6 Assessments Review additional provision groups						<ul style="list-style-type: none"> 	<u>Writing ELG</u> <i>Children at expected level of development will:</i> <ul style="list-style-type: none"> ⇒ Write 3e recognisable letters, most of which are correctly formed ⇒ Spell words by identifying sounds in them and representing them with a letter or letters ⇒ Write simple phrases and sentences that can be read by others.

Phase 5	Revisit and Review	Teach	Practise		Apply	Key words	Key Stage 1 National Curriculum Links
			Practise blending	Practise segmenting			
Week 1 ay, ou, ie, ea	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise recognition of Ph5 graphemes as they are learned. 	<ul style="list-style-type: none"> Teach new digraphs including formation/joining. 	<ol style="list-style-type: none"> day, play, crayon about, found, proud pie, tie, dried seat, bead, repeat 	<ol style="list-style-type: none"> clay, stray, spray cloud, sprout, mouse lie, cried, fried read, meat, treat 	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> Can a crayon spray paint? Do not delay unless you want to stay all day. I can see clouds in the mountains. What is the loudest sound around? Oh no, I spied a fried pie. She denied that she had cried. We sit on a seat and read books. We can have meat as a good treat. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords oh, Mr, Mrs Practise reading and spelling new key words 	<ul style="list-style-type: none"> All GPCs shown in weeks 1-4 of Phase 5 are also included in Year 1 NC expectations
Week 2 oy, ir, ue, aw, ey	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise recognition of Ph5 graphemes as they are learned. 	<ul style="list-style-type: none"> Teach new digraphs including formation/joining. 	<ol style="list-style-type: none"> boy, oyster, destroy girl, shirt, thirteen clue, true, argue saw, claw, lawn donkey, jockey, valley 	<ol style="list-style-type: none"> toy, enjoy, royal bird, skirt, first blue, tissue, statue paw, yawn, jaw chimney, trolley, hockey 	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> The boy lost his toy so he cried. I enjoy eating an oyster. The girl put on a shirt and a skirt. The bird sat in the tree. Can you get blue glue? Sue found a clue near the statue. I stretch my jaw when I yawn. My cat has a claw on her paw. The boy put the turkey in the trolley. Can a jockey play hockey? 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords looked, called, asked Practise reading and spelling new key words 	
Week 3 wh, ph, ew, oe, au	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise recognition of Ph5 graphemes as they are learned. 	<ul style="list-style-type: none"> Teach new digraphs including formation/joining. 	<ol style="list-style-type: none"> whiskers, whip, whisk phonics, photo, alphabet blew, few, nephew doe, foe, tomatoes Paul, August, pause 	<ol style="list-style-type: none"> wheel, whisper, wheat dolphin, sphinx, elephant stew, grew, new toe, woe, potatoes launch, haunted, author 	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> We whisper when we are in class. The farmer cut the wheat. We can say the alphabet. I will take a photo of the dolphin with my phone. A balloon blew up in the air and flew away. Oh no, I found a screw in my stew. She hurt her toe on the stairs. I had potatoes and tomatoes for my dinner. The rocket is about to launch. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/phonics play Teach new keywords could, people, their Practise reading and spelling new key words 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 4 a-e, e-e, i-e, o-e, u-e	<ul style="list-style-type: none"> Practise recognition of all previously learned Ph2 and Ph3 graphemes Practise recognition of Ph5 graphemes as they are learned. 	<ul style="list-style-type: none"> Teach split vowel digraphs. 	1. shade, wave, flame 2. scene, complete, concrete 3. shine, ripe, invite 4. bone, pole, envelope 5. flute, tube, rule	1. cake, plane, game 2. athlete, even, Pete 3. slide, prize, white 4. home, stone, explode 5. cube, tune, computer	<ul style="list-style-type: none"> Read and write sentences <ol style="list-style-type: none"> It will amaze me if you can escape from this maze. The boy was late for the plane. Sixteen is an even number. The athlete was fast. We do phonics at five past nine. I like my white bike. My mum left her phone at home. I wrote a note and put it in an envelope. She will play a tune on a flute. There was a cube on the computer. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords made, your, came Practise reading and spelling new key words 	<ul style="list-style-type: none"> All GPCs shown in weeks 1-4 of Phase 5 are also included in Year 1 NC expectations
Week 5 a, e, i, o, u	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes. Practise recognition of different pronunciations of graphemes as they are learned. 	<ul style="list-style-type: none"> Teach alternative pronunciations of graphemes for reading. 	1. splash,, hat, class, acorn, bacon, April 2. ten, dentist, tennis, maybe, refund, relax 3. tin, pin, milk. find, blind, pilot 4. spot, mop, shock, gold, oval, sold 5. plug, bump, pudding, pupil, unicorn, unit	1. bath, mat, grass, angel, apron, apricot 2. bed, tent, hen, relay, equal, evil 3. fin, lid, think, mind, kind, child 4. hot, clock, golf, robot, cold, roll 5. hump, under, stuck, music, uniform, human	<ol style="list-style-type: none"> Will you wear an apron when you eat a bacon sandwich in the bath? The acorn fell from the tree and landed on the path. Three plus eleven is equal to fourteen. Some people read to relax. The wild child did a trick. Find the big stick behind the tree. Can we both hold the gold block? Don't get a shock if it's too cold or too hot. Can a unicorn play music on a tuba? We have a uniform for pupils to wear. 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords saw, make, old Practise reading and spelling new key words 	
Week 6 ow, ie, ea, er	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes. Practise recognition of different pronunciations of graphemes as they are learned. 	<ul style="list-style-type: none"> Teach alternative pronunciations of graphemes for reading. 	1. owl, crown, down, snow, shadow, yellow 2. pie, dried, cried, field, chief, cookie 3. sea, treat, repeat, bread, weather, spread 4. letter, boxer, supper, stern, servant, jerky	1. cow, frown, brow, bowl, grow, slow 2. spied, fried, tried, alien, thief, shield 3. meat, leaf, steam, head, feather, sweat 4. ladder, farmer, summer perm, fern, kerb	<ol style="list-style-type: none"> There was a brown owl at the window. The farmer put food in the bowl for the cow to eat. The yellow alien landed in a field. The chief shrieked with relief when he found his shield. The hot weather made me sweat. People spread butter on their bread. The farmer grew herbs in the field. Did a boxer hit a fern with a hammer? 	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords about, house, time Practise reading and spelling new key words 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 7 c, g, ch, ey	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes. Practise recognition of different pronunciations of graphemes as they are learned. 	<ul style="list-style-type: none"> Teach alternative pronunciations of graphemes for reading. 	1. cat, crisp, curls, cent, space, mice 2. gap, plug, garden, giant, magic, germs 3. chick, pinch, chirping, machine, chute, moustache 4. anchor, chorus, character 5. chimney, key, trolley, they, disobey, survey	1. coat, clock, clap, ice, face, city 2. golf, pig, good, gem, cage, ginger 3. church, crunch, chicken, parachute, chef, brochure 4. school, stomach, echo 5. valley, jockey, donkey, prey, obey, grey	1. The mice ran around the city. Can you cycle in space? 2. The giant has a huge gem on its finger. Can you grow ginger in a garden? 3. Will a chef cook chicken for dinner? A man with a moustache went down a chute. 4. The chemist uses a machine to check chemicals. My school is called Acre Rigg. 5. An anchor is grey and large. You must obey the rules at school.	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords day, here, by Practise reading and spelling new key words 	
Week 8 ou, y, a	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes. Practise recognition of different pronunciations of graphemes as they are learned. 	<ul style="list-style-type: none"> Teach alternative pronunciations of graphemes for reading. 	1. loud, soup, could soul, mouldy, poultry 2. yes, yell, yak, dry, July, spy 3. yap, fry, why, happy, lady, silly 4. hairy, yawn, shy lynx, gymnast, pyramid 5. band, apron, fast wash, want, watch	1. sound, group, should shoulder, mould, boulder 2. yellow, yet, yawn, fly, reply, shy 3. yarn, try, cry bunny, baby, smelly 4. puppy, yard, sly gym, syrup, mystery 5. grand, bagel, bath wasp, wallet, water	1. Could you lift a boulder on your shoulder? The soup was turning mouldy. 2. The bird is trying to fly. I spy a fly in the sky. 3. The silly lady made a funny face. My puppy went outside when it was sunny. 4. Is the gym a happy place to be? She put syrup on her bacon and pancakes. 5. Can you watch a wasp sting a lady or will it be too fast? My wallet fell in some water.	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords I'm, don't, very Practise reading and spelling new key words 	
Week 9 /ai/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones. Revision of ai, ay, a_e and a. Introduce eigh and ey. baked, late, delay, play, paint, snail, eight, weight, bacon, lady, grey, prey	Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords today, says, where Practise reading and spelling new key words 		

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 10 <i>/ee/</i>	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ee, ea, e_e, ey, y, ie and e.</p> <p>donkey, chimney, asleep, teeth, relax, evil, silly, puppy, teach, cream, thief, chief, extreme, athlete</p>		<p>Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.</p>	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords love, once, ask Practise reading and spelling new key words 	
Week 11 <i>/igh/</i>	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of igh, ie, i_e, y, and i. Introduce eye.</p> <p>delight, high, dry, flying, tried, replied, slice, strike, blind, kind, eyes</p>		<p>Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.</p>	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords friend, school, push Practise reading and spelling new key words 	
Week 12 <i>/oa/</i>	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ow, oe, o_e, oa and o. Introduce ough.</p> <p>snow, window, toe, doe, throat, goat, doughnut, though, globe, spoke, photo, robot</p>		<p>Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.</p>	<ul style="list-style-type: none"> Practise previously learned keywords using flashcards/ phonics play Teach new keywords pull, full, our Practise reading and spelling new key words 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 13 /oo/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of oo, ue, u_e, u, ou and ew. Introduce ui</p> <p>spoon, food, uniform, unicorn, rude, flute, statue, blue, glue, rescue, chew, nephew, fruit, suit, soup, group</p>		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> Adding er to words with no change needed e.g. hunter, buzzer, jumper 	<ul style="list-style-type: none">
Week 14 /oi/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of oi and oy.</p> <p>foil, toilet, coin, avoid, noisy, boy, royal, destroy, annoying, enjoy</p>		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> Adding ing to words with no change needed e.g. hunting, buzzing, jumping 	
Week 15 /ow/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ow and ou. Introduce ough.</p> <p>crown, owl, town, cow, cloud, shout, about, sound, plough, drought</p>		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> Adding ed to words with no change needed e.g. hunted, buzzed, jumped 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 16 /ar/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ar. Introduce al</p> <p>park, hard, farmyard, bark, market, calm, half, palm, calf, balm</p>		<p>Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.</p>	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> The /v/ sound at the end of words e.g. have, live, give 	<ul style="list-style-type: none">
Week 17 /ear/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ear. Introduce eer.</p> <p>beard, tear, clear, near, spear, deer, cheer, volunteer, steering, reindeer</p>		<p>Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.</p>	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> Words with more than one syllable e.g. pocket, rabbit, thunder 	
Week 18 /air/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of air. Introduce ear and are.</p> <p>pair, hairy, fair, tear, bear, pear, wear, share, square, glare</p>		<p>Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.</p>	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> Words ending -y e.g. very, happy, funny 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 19 /or/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of or, aw and au. Introduce al, our, augh and ore.</p> <p>talk, ball, walk, pour, court, caught, naughty, launch, August, claw, yawn, north, short, more, score</p>		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> Compound words e.g. football, playground, blackberry 	<ul style="list-style-type: none">
Week 20 /ur/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ur, ir and er. Introduce or and ear.</p> <p>hurt, burn, girl, bird, fern, herbs, learn, search, pearl, work, word, worst</p>		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> The /k/ sound spelt as k rather than as c before e, i and y e.g. kit, skin, sketch 	
Week 21 /ure/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach alternative spellings. 	<p>Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones.</p> <p>Revision of ure. Introduce oor and our.</p> <p>cure, pure, lure, sure, manure, manicure, poor, moor, tour, tourist</p>		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	<p>Move onto Year 1 Spelling Appendix:</p> <ul style="list-style-type: none"> The /ŋ/ sound spelt n before k e.g. bank, think, sunk 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1</u> <u>National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 22 /zh/ /tch/	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach new phoneme /zh/ Teach alternative grapheme tch 	Children revisit the graphemes that they learnt about within previous phases in preparation for PSC and get to know some new ones. Watch, sketch, match, witch, catch, stitch, switch, fetch, kitchen, hutch		Apply through playing games on Phonics Play website, reading phoneme spotter texts, word sort and writing independent/dictated sentences.	Move onto Year 1 Spelling Appendix: <ul style="list-style-type: none"> Words with tch e.g. catch, fetch, hutch 	<ul style="list-style-type: none">
Week 23	Consolidate						
Week 24	Consolidate						
Week 25	Consolidate						

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 26 Adding s and es to words	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Introduce plurals (more than one). Teach reading/spelling words ending with –s. Teach reading/spelling words ending with –es. 	1. dolphins, fields, herbs, humans, whales 2. snails, trays, beads, planes, knees 3. boxes, kisses, dishes 4. inches, cockroaches, bunches	1. donkeys, pyramids, shoulders, chiefs, peacocks 2. whales, days, trees, fields, units 3. foxes, misses, bushes 4. dresses, crosses, torches	1. The chefs forgot to peel the apricots. There are lots of dangers that unicorns face. 2. The bees in the trees give painful stings. Do snails or snakes make the best pets? 3. I think that foxes may be lurking in the bushes. The boxes with crosses on them are full of cockroaches. 4. The snake munches all the treats and sweets. The frogs run away from the princesses.	Move onto Year 1 Spelling Appendix: <ul style="list-style-type: none"> Adding s to words e.g. cats, dogs, spends 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell common exception words . Spell the days of the week . Add –er and –est to adjectives where no change is needed to the route word. Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. Add s and es to words (plural of nouns and the third person singular of verbs)
Week 27 Adding er and est to adjectives	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Introduce suffixes (letters that go on the end of a word). Teach reading/spelling words ending with –er. Teach reading/spelling words ending with –est. 	1. kinder, slower, neater, weaker 2. shorter, stronger, darker, colder 3. proudest, neatest, coldest, smoothest 4. kindest, wildest, calmest, slowest	1. lower, cheaper, meaner, smoother 2. wilder, older, lighter, sharper 3. smartest, sharpest, darkest, coolest 4. freshest, quickest, richest, longest	1. This crocodile is kinder than that tiger. Some people are neater than others. 2. I feel prouder than I have ever done before. The sky is getting darker because it is night time. 3. Which animal has the sharpest teeth? You have the neatest bedroom. 4. That shark has the sharpest teeth. I don't want to go into the deepest, darkest cave.	Move onto Year 1 Spelling Appendix: <ul style="list-style-type: none"> Adding es to words e.g. catches, boxes, dresses 	<ul style="list-style-type: none"> Add the prefix –un. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Week 28 Adding er and ing to verbs	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Teach suffix definition (letters that go on the end of a word). Teach reading/spelling words ending with –er. Teach reading/spelling words ending with –ing. 	1. playing, bounding, reading, enjoying 2. yawning, whispering, launching, curling 3. walker, charmer, worker 4. speaker, heater, hunter	1. straying, hounding, treating, destroying 2. drawing, chewing, twirling, joining 3. dreamer, painter, teacher 4. waiter, painter, burner	1. I don't like people whispering when I am reading. The puppy was enjoying destroying the shoes. 2. That annoying elephant was squirting me. A great booming noise came thundering across the mountains. 3. A teacher also has to be a learner. The farmer was a very hard worker. 4. She was a dreamer but a brilliant painter. This dragon is a bit of a charmer.	Move onto Year 1 Spelling Appendix: <ul style="list-style-type: none"> Adding er to words with no change needed e.g. grander, fresher, quicker 	

Phase 5	<u>Revisit and Review</u>	<u>Teach</u>	<u>Practise</u>		<u>Apply</u>	<u>Key words</u>	<u>Key Stage 1 National Curriculum Links</u>
			Practise blending	Practise segmenting			
Week 29 Adding ed to verbs	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Introduce suffixes (letters that go on the end of a word). Teach reading/spelling words ending with –ed. 	1. bleated, enjoyed, jumped, helped 2. sneaked, bounded, screamed, turned 3. mended, picked, crunched, shouted 4. stamped, twisted, munched, joined	1. sighed, minded, treated, parked 2. asked, called, walked, whirled 3. sorted, waited, pushed, pulled 4. marched, played, obeyed, destroyed	1. My feet crunched in the cold snow. She stamped her foot then walked away. 2. The dragon snorted and scorched himself. The wind twirled and whirled around. 3. The goat bleated as he munched his food. The beast screamed and bounded over to me. 4. She sighed when she waited. The band marched along and played the trumpet.	Move onto Year 1 Spelling Appendix: <ul style="list-style-type: none"> Adding est to words with no change needed e.g. grandest, freshest, quickest 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell common exception words . Spell the days of the week . Add –er and –est to adjectives where no change is needed to the route word. Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. Add s and es to words (plural of nouns and the third person singular of verbs)
Week 30 Adding the prefix un Compound words	<ul style="list-style-type: none"> Practise recognition of all previously learned graphemes including alternative pronunciations. 	<ul style="list-style-type: none"> Introduce prefixes (letters that go on the start of a word). Teach reading/spelling words with the prefix un-. Teach reading/spelling words with the prefix un-. 	1. unfair, unloaded, untrue 2. uninvited, unwanted, unpleasant 3. football, playground, blackberry, sunbed	1. unscrew, unkind, unripe 2. unknown, unwrapped, unhappy 3. snowball, farmyard, bedroom, strawberry	1. The unhappy elephant felt unwanted. When she unscrewed the lid of the jar, the smell was not nice. 2. I wish that door was unlocked. She unwrapped her presents after dinner. 3. I played football on the playground with my friends. I picked a strawberry on the field at the farmyard.	Move onto Year 1 Spelling Appendix: <ul style="list-style-type: none"> Adding the prefix –un to words with no change needed e.g. unhappy, undo, unlock 	<ul style="list-style-type: none"> Add the prefix –un. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.