



# Langtree Community School



## Phonics Progression

### How this document works:

This document sets out the when each of the phonemes/graphemes and tricky words will be taught across phases 2-5 in the school year.

Our phonetically decodable book sets are also listed within this progression document. The phonemes included in these books will be taught during one week and the book will then be read by children the following week. This ensures that children have the opportunity to learn all the phonemes and tricky words included in that book before reading it.

Children who are not on track to achieve age related expectations will be identified with the first four weeks of the programme. These children will be access daily additional support to ensure they get back on track.

Lessons across the school will follow the structure listed below:

1. Revisit/review - this will last approximately 5 minutes.
2. Teach - 1 or 2 new concepts will be taught to the children.
3. Practise - children practice what the have learn during the teach session.
4. Apply - children apply what they have practised through either reading or writing.

Resources are consistent across classes.

Whiteboards may be used in some phonics lessons to support the children in their phonics learning.

# Langtree Community School

## Phonics Progression Phases 2-5

Phase 2 (Reception)		
Phase 2 weeks 1-12		
Week	Teach	Tricky words and decodable books
<p><b>1</b></p> <ul style="list-style-type: none"> <li>- Teach set 1 letters</li> <li>- Practise the letter(s) and sound(s) learned so far</li> <li>- Briefly practise oral blending and segmentation</li> </ul>	<p>Sounds: s, a, t, p</p>	
<p><b>2</b></p> <ul style="list-style-type: none"> <li>- Teach set 2 letters</li> <li>- Practise all previously learned letters and sounds</li> <li>- Briefly practise oral blending and segmentation</li> <li>- Teach blending with letters (blending for reading)</li> <li>- Practise blending for reading</li> <li>- Practise blending and reading the high-frequency words is, it, in, at</li> </ul>	<p>Sounds: i, n, m, d</p>	<p><b>Set 1 and 2</b>            It is a Din!            In a Pit            Sid' did it!            Sid's nits            Sid's pit            Tim's din</p>
<p><b>3</b></p> <ul style="list-style-type: none"> <li>- Teach set 3 letters</li> <li>- Practise previously learned letters and sounds</li> <li>- Briefly practise oral blending and segmentation</li> <li>- Practise blending with letters (reading words)</li> <li>- Teach segmentation for spelling</li> <li>- Teach blending and reading the high-frequency word and</li> <li>- Demonstrate reading captions using words with sets 1 and 2 letters and and</li> </ul>	<p>Sounds: g, o, c, k</p>	<p><b>Tricky word: to</b></p> <p><b>Set 3</b>            Pop! Pop! Pop!            Kit and Dog            Cat and Dog            Kat and Dan            Dig, Sid, Dig!            Kit's Kip</p>
<p><b>4</b></p> <ul style="list-style-type: none"> <li>- Teach ck, explain its use at the end of words and practise reading words ending in ck</li> <li>- Teach the three other set 4 letters</li> <li>- Practise previously learned letters and sounds</li> </ul>	<p>Sounds: ck, e, u, r</p>	<p><b>Tricky words: the, no, go</b></p> <p><b>Set 4</b>            Sid and Duck            In the Pit            Is it a rock?            Tut, tut, pup!            Get a pet!            Sid's Pet Rat</p>

<ul style="list-style-type: none"> <li>- Briefly practise oral blending and segmentation</li> <li>- Practise blending to read words</li> <li>- Practise segmentation to spell words</li> <li>- Teach reading the tricky words to and the</li> <li>- Support children in reading captions using sets 1-4 letters and the, to and and</li> <li>- Demonstrate spelling captions using sets 1-4 letters and and</li> </ul>		
<p style="text-align: center;"><b>5</b></p> <ul style="list-style-type: none"> <li>- Teach set 5 letters and sounds</li> <li>- Explain ff, ll and ss at the end of words</li> <li>- Practise previously learned letters and sounds</li> <li>- Practise blending to read words</li> <li>- Practise segmentation to spell words</li> <li>- Teach reading tricky words no, go, I</li> <li>- Support children in reading captions using sets 1-5 letters and no, go, I, the, to</li> <li>- Demonstrate spelling captions using sets 1-5 letters and and, to and the</li> </ul>	<p>Sounds: h, b, f, ff, l, ll, ss</p>	<p><b>Tricky words: I, into</b></p> <p><b>Set 5</b></p> <p>A Bad Lad Doll is ill Big Fat Rat Huff! Puff! The Bop A Big Mess</p>
<p style="text-align: center;"><b>6</b></p> <ul style="list-style-type: none"> <li>-Revise all letters and sounds learnt so far</li> <li>-Continue to support children in reading and writing captions</li> </ul>		<p><b>Recap reading and spelling all tricky words learnt so far: I, no, go, to, the, into</b></p>
<p style="text-align: center;"><b>7</b></p> <ul style="list-style-type: none"> <li>-Continue to support children in reading and writing captions</li> </ul>	<p>Recap sounds: s, a, t, p</p>	<p><b>Recap reading and spelling all tricky words learnt so far: I, no, go, to, the, into</b></p> <p><b>Set 1 and 2</b></p> <p>It is a Din! In a Pit Sid' did it! Sid's nits Sid's pit Tim's din</p>
<p style="text-align: center;"><b>8</b></p> <ul style="list-style-type: none"> <li>-Continue to support children in reading and writing captions</li> </ul>	<p>Recap sounds: i, n, m, d</p>	<p><b>Recap reading and spelling all tricky words learnt so far: I, no, go, to, the, into</b></p> <p><b>Set 1 and 2</b></p> <p>It is a Din! In a Pit Sid' did it! Sid's nits Sid's pit</p>

		Tim's din
<p><b>9</b></p> <p>-Continue to support children in reading and writing captions</p>	Recap sounds: g, o, c, k	<p>Recap reading and spelling all tricky words learnt so far: I, no, go, to, the, into</p> <p><b>Set 3</b></p> <p>Pop! Pop! Pop!</p> <p>Kit and Dog</p> <p>Cat and Dog</p> <p>Kat and Dan</p> <p>Dig, Sid, Dig!</p> <p>Kit's Kip</p>
<p><b>10</b></p> <p>-Continue to support children in reading and writing captions</p>	Recap sounds: ck, e, u, r	<p>Recap reading and spelling all tricky words learnt so far: I, no, go, to, the, into</p> <p><b>Set 4</b></p> <p>Sid and Duck</p> <p>In the Pit</p> <p>Is it a rock?</p> <p>Tut, tut, pup!</p> <p>Get a pet!</p> <p>Sid's Pet Rat</p>
<p><b>11</b></p> <p>-Continue to support children in reading and writing captions</p>	Recap sounds: h, b, f, ff, l, ll, ss	<p>Recap reading and spelling all tricky words learnt so far: I, no, go, to, the, into</p> <p><b>Set 5</b></p> <p>A Bad Lad</p> <p>Doll is ill</p> <p>Big Fat Rat</p> <p>Huff! Puff!</p> <p>The Bop</p> <p>A Big Mess</p>
<p><b>12</b></p> <p>-Continue to support children in reading and writing captions</p>	Complete end of phase 2 phonics assessment before Christmas	

### Phase 3 (Reception)

#### Phase 3 weeks 1-12

Week	Teach	Tricky words and decodable books
<p><b>1</b></p> <p>- Practise previously learned letters and sounds</p> <p>- Teach set 6 letters and sounds</p> <p>- Learn an alphabet song</p> <p>- Practise blending for reading</p> <p>- Practise segmentation for spelling</p> <p>- Practise reading high-frequency words</p> <p>- Read sentences using sets 1-6 letters and the tricky words no, go,</p>	Sounds: j, v, w, x	<p><b>Tricky words: me, be</b></p> <p><b>Set 6</b></p> <p>Let's Rock!</p> <p>The Van</p> <p>Stan and Vick</p> <p>A Big Win</p> <p>Max's Box</p> <p>Go to bed</p> <p>Sid is Sick</p> <p>I can fix it</p> <p>Jack gets a pet</p>

<p>I, the, to</p> <p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>- Practise previously learned letters and sounds</li> <li>- Teach set 7 letters and sounds</li> <li>- Point to the letters in the alphabet while singing the alphabet song</li> <li>- Practise blending for reading</li> <li>- Practise segmentation for spelling</li> <li>- Teach reading the tricky words he, she</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Teach spelling the tricky words the and to</li> <li>- Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to</li> </ul>	<p>Sounds: y, z, zz, qu</p>	<p><b>Tricky words: he, my</b></p> <p><b>Set 7</b></p> <p>Slip, Slap, Slop!</p> <p>Quick! Quick! Quick!</p> <p>The Fox and the Ducks</p> <p>A Picnic</p> <p>Is it quick?</p> <p>The Hunt</p> <p>Sid and Zak</p> <p>Zap!</p> <p>Quick Quiz</p>
<p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <li>- Practise previously learned GPCs</li> <li>- Teach the four consonant digraphs</li> <li>- Point to the letters in the alphabet while singing the alphabet song</li> <li>- Practise blending for reading</li> <li>- Practise segmentation for spelling</li> <li>- Teach reading the tricky words we, me, be</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading two-syllable words</li> <li>- Practise reading captions and sentences</li> <li>- Practise writing captions and sentences</li> </ul>	<p>Sounds: ch, sh, th, ng</p>	<p><b>Tricky words: they, she</b></p> <p><b>Set 8</b></p> <p>Mixing Muffins</p> <p>Munching Lunch</p> <p>Sand Champ</p> <p>The Thing</p> <p>Sid and Nan Invent</p> <p>Chick gets lost</p> <p>Sharon and Flash</p> <p>No Lunch!</p> <p>In a Rush</p>
<p style="text-align: center;"><b>4</b></p> <ul style="list-style-type: none"> <li>- Practise previously learned GPCs</li> <li>- Teach four of the vowel digraphs</li> <li>- Point to the letters in the alphabet while singing the alphabet song</li> <li>- Practise blending for reading</li> <li>- Practise segmentation for spelling</li> <li>- Teach reading the tricky word was</li> <li>- Teach spelling the tricky words no and go</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading two-syllable words</li> <li>- Practise reading captions and sentences</li> <li>- Practise writing captions and sentences</li> </ul>	<p>Sounds: ai, ee, igh, oa</p>	<p><b>Tricky word: we</b></p> <p>Continue to read books from <b>set 8</b> above as need to learn the following sounds: ai, ee, igh, oa, oo, oo to be able to access the next set of books (set 9)</p>

<p style="text-align: center;"><b>5</b></p> <ul style="list-style-type: none"> <li>- Practise previously learned GPCs</li> <li>- Teach four more vowel digraphs</li> <li>- Point to the letters in the alphabet while singing the alphabet song</li> <li>-Practise blending for reading</li> <li>-Practise segmentation for spelling</li> <li>-Practise reading and spelling high frequency words</li> <li>-Teach spelling two-syllable words</li> <li>-Practise reading captions and sentences</li> <li>-Practise writing captions and sentences</li> </ul>	<p>Sounds: oo, oo, ar, or</p>	<p><b>Tricky word: are</b></p> <p><b>Set 9</b></p> <p>On the Go  Rock-Pooling  Pandas  Go Fish!  Go, Boat, Go!  Meet ZinZan  On the Moon  The Queen's Plan  This floats, that sinks</p>
<p style="text-align: center;"><b>6</b></p> <ul style="list-style-type: none"> <li>- Practise previously learned GPCs</li> <li>- Teach four more vowel digraphs</li> <li>- Practise letter names</li> <li>-Practise blending for reading</li> <li>-Practise segmentation for spelling</li> <li>-Practise reading and spelling high frequency words</li> <li>-Practise spelling two-syllable words</li> <li>-Practise reading captions and sentences</li> <li>-Practise writing captions and sentences</li> </ul>	<p>Sounds: ur, ow, oi</p>	<p><b>Tricky words: you, her</b></p> <p><b>Set 10</b></p> <p>Moo! Cluck! Growl!  A Green Lunch  Turnips and Beetroots  Sid-cam  Up to the stars  Brown Fox tricks Stork  Stop that popcorn!  In the Dark</p>
<p style="text-align: center;"><b>7</b></p> <ul style="list-style-type: none"> <li>- Practise previously learned GPCs</li> <li>- Teach four more vowel digraphs</li> <li>- Practise letter names</li> <li>-Practise blending for reading</li> <li>-Practise segmentation for spelling</li> <li>-Practise reading and spelling high frequency words</li> <li>-Practise spelling two-syllable words</li> <li>-Practise reading captions and sentences</li> <li>-Practise writing captions and sentences</li> </ul>	<p>Sounds: ear, air, ure, er</p>	<p><b>Tricky words: all, was</b></p> <p><b>Set 11</b></p> <p>Winter  A letter from Dorset  Hair  Panther and Frog  Eek! A Bug  Summer Storm  Unfair!  Dex and the Funfair  Is it a monster?</p>
<p style="text-align: center;"><b>8</b></p> <ul style="list-style-type: none"> <li>- Practise all GPCs</li> <li>- Practise letter names</li> <li>-Practise blending for reading</li> <li>-Practise segmentation for spelling</li> <li>-Practise reading and spelling high frequency words</li> <li>-Practise spelling two-syllable words</li> <li>-Practise reading captions and sentences</li> <li>-Practise writing captions and</li> </ul>	<p>Recap sounds: ch, sh, th, ng</p>	<p><b>Recap reading and spelling all of the phase 3 tricky words:</b>  <b>be, me, she, he, we, they, are, her, my, you, was, all</b></p> <p>Continue to read books from set 8, 9, 10 and 11</p>

sentences		
9	Recap sounds: ai, ee, igh, oa	
<ul style="list-style-type: none"> <li>- Practise all GPCs</li> <li>- Practise letter names</li> <li>-Practise blending for reading</li> <li>-Practise segmentation for spelling</li> <li>-Practise reading and spelling high frequency words</li> <li>-Practise spelling two-syllable words</li> <li>-Practise reading captions and sentences</li> <li>-Practise writing captions and sentences</li> </ul>		
10	Recap sounds: oo, oo, ar, or	
<ul style="list-style-type: none"> <li>- Practise all GPCs</li> <li>- Practise letter names</li> <li>-Practise blending for reading</li> <li>-Practise segmentation for spelling</li> <li>-Practise reading and spelling words</li> <li>-Practise reading and spelling high frequency words</li> <li>-Practise spelling two-syllable words</li> <li>-Practise reading captions and sentences</li> <li>-Practise writing captions and sentences</li> </ul>		
11	Recap sounds: ur, ow, oi, ear	
-More consolidation		
12	Complete end of phase 3 phonics assessment before Easter	

Phase 4 (Reception)		
Phase 4 weeks 1-6		
Week	Teach	Tricky words and decodable books
1	<ul style="list-style-type: none"> <li>- Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words</li> <li>- Teach and practise reading CVCC words</li> <li>- Teach and practise spelling CVCC words</li> <li>- Teach spelling the tricky words he, she, we, me, be</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading sentences</li> <li>- Practise writing sentences</li> </ul>	<p>Tricky words: said, so</p> <p>Continue to read books from set 8, 9, 10 and 11 as cannot access set 12 books until we have learnt all of the phase 4 tricky words</p>
2	<ul style="list-style-type: none"> <li>- Practise recognition and recall of</li> </ul>	<p>Tricky words: have, like</p>

	<p>Phase Two and Three graphemes and reading and spelling CVC words</p> <ul style="list-style-type: none"> <li>- Teach and practise reading CCVC words</li> <li>- Teach and practise spelling CCVC words</li> <li>- Teach spelling the tricky words was, you</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading sentences</li> <li>- Practise writing sentences</li> </ul>	<p>Continue to read books from set 8, 9, 10 and 11 as cannot access set 12 books until we have learnt all of the phase 4 tricky words</p>
3	<ul style="list-style-type: none"> <li>- Practise recognition and recall of Phase Two and Three graphemes</li> <li>- Practise reading words containing adjacent consonants</li> <li>- Practise spelling words containing adjacent consonants</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading sentences</li> <li>- Practise writing sentences</li> </ul>	<p><b>Tricky words: some, come</b></p> <p>Continue to read books from set 8, 9, 10 and 11 as cannot access set 12 books until we have learnt all of the phase 4 tricky words</p>
4	<ul style="list-style-type: none"> <li>- Practise recognition and recall of Phase Two and Three graphemes</li> <li>- Practise reading words containing adjacent consonants</li> <li>- Practise spelling words containing adjacent consonants</li> <li>- Teach reading the tricky words do, when, out, what</li> <li>- Teach spelling the tricky words my, her</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading sentences</li> <li>- Practise writing sentences</li> </ul>	<p><b>Tricky words: were, there</b></p> <p>Continue to read books from set 8, 9, 10 and 11 as cannot access set 12 books until we have learnt all of the phase 4 tricky words</p>
5	<ul style="list-style-type: none"> <li>- Practise recognition and recall of Phase Two and Three graphemes</li> <li>- Practise reading words containing adjacent consonants</li> <li>- Practise spelling words containing adjacent consonants</li> <li>- Teach reading the tricky words do, when, out, what</li> <li>- Teach spelling the tricky words my, her</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading sentences</li> <li>- Practise writing sentences</li> </ul>	<p><b>Tricky words: little, one, do</b></p> <p>Continue to read books from set 8, 9, 10 and 11 as cannot access set 12 books until we have learnt all of the phase 4 tricky words</p>
6	<ul style="list-style-type: none"> <li>- Practise recognition and recall of Phase Two and Three graphemes</li> <li>- Practise reading words containing</li> </ul>	<p><b>Tricky words: when, out, what</b></p> <p><b>Set 12</b> A job for Jim</p>



	<p>adjacent consonants</p> <ul style="list-style-type: none"> <li>- Practise spelling words containing adjacent consonants</li> <li>- Teach reading the tricky words do, when, out, what</li> <li>- Teach spelling the tricky words my, her</li> <li>- Practise reading and spelling high-frequency words</li> <li>- Practise reading sentences</li> <li>- Practise writing sentences</li> </ul>	<p>Look what we can do A little green monster Sid and the haircut Sid and the boxer pup Sea fishing Be a cress barber Trains Cool Cars Pompom pets Snails There's something in the garden Fantastic fish Stop helping Stuck in a trap Springs and things Monsters The Bright Stars At the dentist</p> <p>Continue to read these books in Summer term 2</p>
7	Complete end of phase 4 assessment in week 1 of summer term	Continue to read phase 4 set 12 books from above
8	<p>Identify any gaps in the children's phonic knowledge and work on these for the rest of the summer term.</p> <p>Continue to work on being able to write a sentence independently focussing on using a capital letter, finger spaces and a full stop.</p>	

## Phase 5 (Year 1)

### Phase 5 weeks 1-9 - Teaching an alternative grapheme for known phonemes

Week	Teach	Tricky words and decodable books
<p style="text-align: center;"><b>1</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt.</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: wh and ph</p> <p>wh as in <b>when</b> (know w as in <b>wood</b>)</p> <p>ph as in <b>photo</b> (know f as in <b>fort</b>)</p>	<p>Teach to read: oh, their and people</p> <p>Decodable book - Phase 4 decodable book (revision).</p> <p>Teach to write: some and come</p>

<p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: ay and a-e</p> <p>ay as in <b>day</b> (know ai as in <b>rain</b>)</p> <p>a-e as in <b>make</b> (know ai as in <b>rain</b> and ay as in <b>day</b>)</p>	<p>Teach to read: Mr and Mrs</p> <p>Decodable book - Phase 5 set 13 (wh, ph, oh and their).</p> <p>Teach to write: said and have.</p>
<p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: ea, e-e and ey</p> <p>ea as in <b>eat</b> (know ee as in <b>weed</b>)</p> <p>e-e as in <b>these</b> (know ee as in <b>weed</b> and ea as in <b>eat</b>)</p> <p>ey as in <b>donkey</b> (know ee as in <b>weed</b>, ea as in <b>eat</b> and e-e in <b>these</b>)</p>	<p>Teach to read: looked, called, asked</p> <p>Decodable book - Phase 5 set 14 (ay, a-e, ey, Mr and Mrs)</p>
<p style="text-align: center;"><b>4</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: ie and i-e</p> <p>ie as in <b>tie</b> (know igh as in <b>night</b>)</p> <p>i-e as in <b>like</b> (know igh as in <b>night</b> and ie as in <b>tie</b>)</p>	<p>Teach to read: water and where.</p> <p>Decodable book - Phase 5 set 15 (ea, e-e, ey, Mr and Mrs)</p> <p>Teach to write like and so.</p>
<p style="text-align: center;"><b>5</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants</li> </ul>	<p>Sounds: o-e and oe</p> <p>o-e as in <b>home</b> (know oa as in <b>boat</b>)</p> <p>oe as in <b>toe</b> (know oa as in <b>boat</b> and o-e as in <b>home</b>)</p>	<p>Teach to read: again and who</p> <p>Decodable book - Phase 5 set 16 (igh, ie, i-e, water and where).</p> <p>Teach to write: there and were.</p>

<p>and newly learned graphemes</p> <ul style="list-style-type: none"> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>		
<p style="text-align: center;"><b>6</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: ue, ew and u-e</p> <p>ue as in <b>blue</b> (know oo as in <b>moon</b>)</p> <p>ew as in <b>new</b> (know oo as in <b>moon</b> and ue as in <b>blue</b>)</p> <p>u-e as in <b>rule</b> (know ew as in <b>new</b>)</p>	<p>Teach to read: through and thought</p> <p>Decodable book - Phase 5 set 17 (oa, oe, o-e, again and who).</p> <p>Teach the days of the week: Monday and Tuesday.</p>
<p style="text-align: center;"><b>7</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: aw and au</p> <p>aw as in <b>saw</b> (know or as in <b>for</b>)</p> <p>au as in <b>Paul</b> (know or as in <b>for</b> and aw as in <b>saw</b>)</p>	<p>Teach to read: work, laughed and because</p> <p>Decodable book - Phase 5 set 18 (ue, ew, u-e, through and thought).</p> <p>Teach the days of the week Friday and Wednesday.</p>
<p style="text-align: center;"><b>8</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> <li>• Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>• Practise reading and spelling HF and polysyllabic words</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Sounds: ir</p> <p>ir as in <b>girl</b> (know ur as in <b>fur</b>)</p>	<p>Teach to read: Thursday Saturday, thirty and thirteen.</p> <p>Decodable book - Phase 5 set 19 (aw, au, work, laughed and because).</p> <p>Teach the days of the week: Saturday, Sunday and Thursday.</p> <p>Revise Syllables - practise reading writing words using syllables.</p>
<p style="text-align: center;"><b>9</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of phase 2,3 and 5 graphemes as learnt</li> </ul>	<p>Sounds: ou and oy</p> <p>ou as in <b>out</b> (know ow as in <b>cow</b>)</p> <p>oy as in <b>boy</b> (know oi as in <b>coin</b>)</p>	<p>Teach to read: different, many and any</p> <p>Decodable book - Phase 5 set 20 (ir, Thursday, Saturday, thirty and</p>

<ul style="list-style-type: none"> <li>Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt.</li> <li>Practise reading and spelling words with adjacent consonants and newly learned graphemes</li> <li>Practise reading and spelling HF and polysyllabic words</li> <li>Practise reading and writing sentences.</li> </ul>		<p>thirteen).</p> <p>Teach to read and write compound words.</p>
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Phase 5 assessment.

**Phase 5 weeks 10-13 teaching alternative pronunciation for known graphemes**

<p style="text-align: center;"><b>10</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</li> <li>Practise reading and spelling words with adjacent consonants and newly learned graphemes.</li> <li>Practise reading and spelling HF and polysyllabic words.</li> <li>Practise reading and writing sentences.</li> </ul>	<p>Sounds: c, ch, i and o</p> <p>Ch as in school and chef (known as ch in chin. i as in find (known as i in fin). o as in cold (known as o in hot)</p>	<p>Teach to read: once and mouse</p> <p>Decodable book - Phase 5 set 21 (ou, ow, oy and oi)</p>
<p style="text-align: center;"><b>11</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</li> <li>Practise reading and spelling words with adjacent consonants and newly learned graphemes.</li> <li>Practise reading and spelling HF and polysyllabic words.</li> <li>Practise reading and writing sentences.</li> </ul>	<p>Sounds: c, ou and u</p> <p>C as in cent (known as c in cat). u as in put (known as u in but). ow as in blow (known as ow in cow)</p>	<p>Teach to read: friends and eyes.</p> <p>Teach to write: one and do.</p> <p>Decodable book - phase 5 set 23 (c, k, ck and ch)</p>
<p style="text-align: center;"><b>12</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</li> <li>Practise reading and spelling words with adjacent consonants and newly learned graphemes.</li> <li>Practise reading and spelling HF and polysyllabic words.</li> <li>Practise reading and writing sentences.</li> </ul>	<p>Sounds: g, ie, a</p> <p>ie as in field (known as ie in tie). a as it what (known as a in hat). g as in giant (known as g in got).</p>	<p>Teach to read: words with contractions: I'm, It's won't and don't</p> <p>Teach to write: little and out</p> <p>Decodable book - phase 5 set 24 (s, c, st and se)</p>
<p style="text-align: center;"><b>13</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different.</li> </ul>	<p>Sounds: y, ou, ea</p> <p>y as in by and very (known as y in</p>	<p>Teach to read: please</p> <p>Teach to write: when and what</p>

<p>pronunciations of graphemes as they are learned.</p> <ul style="list-style-type: none"> <li>• Practise reading and spelling words with adjacent consonants and newly learned graphemes.</li> <li>• Practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>yes). ou as in <b>could</b>, <b>you</b> and <b>shoulder</b> (known as ou in <b>out</b>) ea as in <b>bread</b> (known as ea in <b>eat</b>).</p>	<p>Decodable book - phase 5 set 25 (j, g, dge, ge).</p>
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Phase 5 assessment

**Phase 5 weeks 14-36: Teaching Alternative Spellings for all phonemes.**  
Unusual spellings are in brackets.

<p style="text-align: center;"><b>14</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative spellings for the ear and air phonemes.</p> <p>ear - dear, ere - here, eer - deer and (ier - tier).</p> <p>air - fair, are - care, ear - bear, (ere - there and ier - their)</p>	<p>Teach to read words containing s and es endings.</p> <p>Read words with contractions: for example they'll, we'll, you've</p> <p>Decodable book - phase 5 set 25 (j, g, dge, ge).</p>
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<p style="text-align: center;"><b>15</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative spellings for the oi phoneme.</p> <p>oi - coin, oy - boy</p>	<p>Teaching to read words containing ing and ed endings.</p> <p>Decodable book - phase 5 set 22 ear (ear, eer, ere)</p> <p>air (air, are, ear)</p>
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<p style="text-align: center;"><b>16</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants</li> </ul>	<p>Alternative Spellings for the c phoneme.</p> <p>c - cat, ck - back, k - kit (qu - mosquito, x - except, ch - school)</p>	<p>Teach to read words containing er and est endings.</p> <p>Decodable book - Phase 5 set 22 (air, are and ear)</p>
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<p>and words with newly learned graphemes.</p> <ul style="list-style-type: none"> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>		
<p style="text-align: center;"><b>17</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the n phoneme.</p> <p>n - net, nn - funny, gn - <b>gnome</b>, kn - <b>knight</b> (pn - <b>pneumatic</b>, mn - <b>mnemonic</b>)</p>	<p>Teach adding the prefix - un e.g. unhappy, unfair, undo.</p> <p>Revise syllables.</p> <p>Start to move children across to colour banded books while we focus on the last few sounds to read the last set of decodable books.</p>
<p style="text-align: center;"><b>18</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the m phoneme.</p> <p>m - mat, mm - summer, (mb - lamb, me - some, mn - autumn)</p>	<p>Teach adding the endings ing, ed and er to verbs where no change is needed to the root word.</p> <p>Children to read colour banded books while we focus on the last few sounds in the last set of decodable books.</p>
<p style="text-align: center;"><b>19</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the l phoneme.</p> <p>l- leg, pill, bottle (nostril)</p> <p>Alternative Spellings for the w phoneme.</p> <p>w - wet, wh - <b>when</b> (u - penguin, o - one)</p>	<p>Teach adding er and est to adjectives where no change is needed to the root word e.g. quicker and quickest.</p> <p>Children to read colour banded books while we focus on the last few sounds in the last set of decodable books.</p>

<p style="text-align: center;"><b>20</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>Teach alternative spellings of phonemes for writing.</li> <li>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>practise reading and spelling HF and polysyllabic words.</li> <li>Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the r phoneme.</p> <p>Wr - <b>w</b>rite, r - <b>r</b>abbit, rr - <b>c</b>arrot, rh - <b>r</b>hyme</p>	<p>Children to read colour banded books while we focus on the last few sounds in the last set of decodable books.</p> <p>Revise the tricky words: don't, can't and didn't.</p>
<p style="text-align: center;"><b>21</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>Teach alternative spellings of phonemes for writing.</li> <li>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>practise reading and spelling HF and polysyllabic words.</li> <li>Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the s phoneme.</p> <p>s - <b>s</b>un, ss - <b>m</b>iss, (sc - <b>s</b>cent, st - <b>l</b>isten)</p>	<p>Decodable book - phase 5 set 26</p> <p>(l) le (r) wr (m) mb (n) kn, gn</p> <p>Begin to revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>22</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>Teach alternative spellings of phonemes for writing.</li> <li>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>practise reading and spelling HF and polysyllabic words.</li> <li>Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the igh phoneme.</p> <p>igh - <b>n</b>ight, ie - <b>t</b>ie, y - <b>b</b>y, i-e - <b>l</b>ike, I, i- <b>F</b>riday (eigh - <b>h</b>eight, <b>e</b>ye, <b>I</b>, ye - <b>g</b>oodbye, y-e - <b>t</b>ype)</p>	<p>Children to read colour banded books while we focus on the last few sounds in the last set of decodable books.</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>23</b></p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations as they are</li> </ul>	<p>Alternative Spellings for the ch phoneme.</p> <p>ch - <b>c</b>hip, tch - <b>c</b>atch</p>	<p>Children to read colour banded books while we focus on the last few sounds in the last set of decodable books.</p>

<p>learned.</p> <ul style="list-style-type: none"> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>		<p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>24</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the o phoneme.</p> <p>/o/ -frog, (swan)</p>	<p>Children to read colour banded books while we focus on the last few sounds in the last set of decodable books.</p> <p>Teach to read the tricky words: first, second and third.</p>
<p style="text-align: center;"><b>25</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the oa phoneme.</p> <p>oa- boat, (ow- blow /snow)</p>	<p>Decodable book - phase 5 set 27</p> <p>(sh) t, ss, c-ial, c-ian  (ch) tch  (w) - after a 'w'; sound the 'a' sounds like 'o'  - after a 'w' sound the 'o' sounds like 'ie'</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>26</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> </ul>	<p>Alternative Spellings for the ee phoneme.</p> <p>ee - weed, ea - eat, e - he, ie - field, e-e - these, y - very, , (eo - people)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p>



<ul style="list-style-type: none"> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>		<p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>27</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the ai phoneme.</p> <p>ai - rain, ay - day, a-e - make, (a-baby)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>28</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the e phoneme.</p> <p>e - egg, ea - head (ai - said, ay - says, ie - friend, eo - leopard, a - any)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>29</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the ng phoneme.</p> <p>ng - ring, (ngue - tongue)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>

<p>sentences.</p> <p style="text-align: center;"><b>30</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the or phoneme.</p> <p>or - <b>for</b>, aw - <b>saw</b>, au - <b>Paul</b>, ore - <b>more</b>, al - <b>talk</b>, our - <b>four</b>, <u><b>your</b></u>, (augh - <b>caught</b>, , oor - <b>door</b>, oa - <b>broad</b>)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>31</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the oo phoneme.</p> <p>oo - <b>moon</b>, ew - <b>new</b>, ue - <b>blue</b>, u-e - <b>rule</b>, (ui - <b>suit</b>, o - <b>to</b>, ou - <b>soup</b>, wo - <b>two</b>, o-e - <b>lose</b>)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>32</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the v phoneme.</p> <p>v - <b>vet</b>, ve - <b>have</b>, <u><b>love</b></u> (f - <b>of</b>)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>33</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> </ul>	<p>Alternative Spellings for the f phoneme.</p> <p>f - <b>fin</b>, ff - <b>cliff</b>, ph - <b>photo</b> (gh - <b>tough</b>)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p>

<ul style="list-style-type: none"> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>		<p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>34</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the ar phoneme.</p> <p>/ar/ - farm, a - father (al - calm, are, au - aunt, ear - heart)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>35</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF and polysyllabic words.</li> <li>• Practise reading and writing sentences.</li> </ul>	<p>Alternative Spellings for the oa phoneme.</p> <p>oa - boat, ow - grow, oe - toe, o - go, o-e - home, ( oh, ol - yolk)</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>
<p style="text-align: center;"><b>36</b></p> <ul style="list-style-type: none"> <li>• Practise recognition and recall of graphemes and different pronunciations as they are learned.</li> <li>• Teach alternative spellings of phonemes for writing.</li> <li>• Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>• practise reading and spelling HF</li> </ul>	<p>Alternative Spellings for the er phoneme.</p> <p>er - corner, summer, winter, sister</p>	<p>Colour banded reading books</p> <p>Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked.</p> <p>In addition to these words ensure that the children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases.</p>

and polysyllabic words. • Practise reading and writing sentences.		
Phase 5 assessment.		

