

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 |
| 1 - Teach set 1 letters - Practise the letter(s) and sound(s) learned so far - Briefly practise oral blending and segmentation 2 - Teach set 2 letters - Practise all previously learned letters and sounds - Briefly practise oral blending and segmentation - Teach blending with letters | Sounds: s, a, †, p Sounds: i, n, m, d | Set 1 and 2 It is a Din! In a Pit Sid' did it! Sid's nits Sid's pit Tim's din |
| (blending for reading) - Practise blending for reading - Practise blending and reading the high-frequency words is, it, in, at 3 - Teach set 3 letters - Practise previously learned letters | Sounds: g, o, c, k | Tricky word: to Set 3 Pop! Pop! Pop! |
| and sounds - Briefly practise oral blending and segmentation - Practise blending with letters (reading words) - Teach segmentation for spelling - Teach blending and reading the high-frequency word and - Demonstrate reading captions using | | Kit and Dog Cat and Dog Kat and Dan Dig, Sid, Dig! Kit's Kip |
| words with sets 1 and 2 letters and and | Sounds: ck, e, u, r | Tricky words: the, no, go |
| - Teach ck, explain its use at the end of words and practise reading words ending in ck - Teach the three other set 4 letters - Practise previously learned letters and sounds | | Set 4 Sid and Duck In the Pit Is it a rock? Tut, tut, pup! Get a pet! Sid's Pet Rat |

| - Briefly practise oral blending and | | |
|--|--|--|
| segmentation | | |
| - Practise blending to read words | | |
| - Practise segmentation to spell | | |
| words | | |
| | | |
| - Teach reading the tricky words to | | |
| and the | | |
| - Support children in reading | | |
| captions using sets 1-4 letters and | | |
| the, to and and | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | Mr. |
| - Demonstrate spelling captions using | 。 1. 10 10 10 10 10 10 10 10 10 10 10 10 10 | 25 |
| sets 1-4 letters and and | | 20.00 |
| 5 🕹 | Sounds: h, b, f, ff, l, ll, ss | Tricky words: I, into |
| - Teach set 5 letters and sounds | | Set 5 |
| - Explain ff, II and ss at the end of | | A Bad Lad |
| words | | Doll is ill |
| - Practise previously learned letters | | Big Fat Rat |
| and sounds | 文学 (1) 10 10 10 10 10 10 10 10 10 10 10 10 10 | Huff! Puff! |
| | 元子是不是不知识的人们是是 | The Bop |
| - Practise blending to read words | は主要な理解や大変を開発する。 | A Big Mess |
| - Practise segmentation to spell | | |
| words | SHARON AND SHARON SHARON | 14 (4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 |
| - Teach reading tricky words no, go, | | |
| I 36 | | |
| - Support children in reading | | |
| captions using sets 1-5 letters and | | |
| no, go, I, the, to | | |
| - Demonstrate spelling captions using | | |
| sets 1-5 letters and and, to and the | | |
| 6 | | Recap reading and spelling all tricky |
| -Revise all letters and sounds learnt | | words learnt so far: I, no, go, to, |
| so far | (2) · 我是我们的 - 人。——————————————————————————————————— | the, into |
| -Continue to support children in | | |
| reading and writing captions | | |
| reading and writing capitons | Recap sounds: s, a, t, p | Recap reading and spelling all tricky |
| / | Kecup Sourius: S, u, 1, p | words learnt so far: I, no, go, to, |
| -Continue to support children in | [1464] EME | the, into |
| reading and writing captions | | |
| The second secon | 21.1.11 | Set 1 and 2 |
| 18 KS1 | 1. | It is a Din! |
| | | In a Pit |
| | 45 | Sid' did it! |
| | | Sid's nits |
| | | Sid's pit |
| | | Tim's din |
| 8 | Recap sounds: i, n, m, d | Recap reading and spelling all tricky |
| | 1 | words learnt so far: I, no, go, to, |
| -Continue to support children in | | _ |
| -Continue to support children in reading and writing captions | | the, into |
| -Continue to support children in reading and writing captions | | _ |
| · · | | the, into Set 1 and 2 It is a Din! |
| · · | | the, into Set 1 and 2 |
| · · | | the, into Set 1 and 2 It is a Din! |
| • | | the, into Set 1 and 2 It is a Din! In a Pit |
| • | | the, into Set 1 and 2 It is a Din! In a Pit Sid' did it! |

| | | Tim's din |
|---|---|--|
| 9 | Recap sounds: g, o, c, k | Recap reading and spelling all tricky |
| -Continue to support children in | | words learnt so far: I, no, go, to, |
| reading and writing captions | | the, into |
| reading and writing capitons | | Set 3 |
| | | Pop! Pop! Pop! |
| | | Kit and Dog |
| | | Cat and Dog |
| | | Kat and Dan |
| | | Dig, Sid, Dig! |
| | | Kit's Kip |
| 10 | Recap sounds: ck, e, u, r | Recap reading and spelling all tricky |
| -Continue to support children in | 第15、0.60年度的现在时间 可有到 | words learnt so far: I, no, go, to, |
| reading and writing captions | | the, into |
| reading and writing capitons | | Set 4 |
| 第 4 | | Sid and Duck |
| AS 39 | | In the Pit |
| 35 Aut 390 big 1 | 19 10 10 10 10 10 10 10 10 10 10 10 10 10 | Is it a rock? |
| A SON ARTHURST TO | 以外,让那么好的我把他看 了。 | Tut, tut, pup! |
| 27 28 30 38 34 15 | | Get a pet! |
| | | Sid's Pet Rat |
| 11 | Recap sounds: h, b, f, ff, I, II, ss | Recap reading and spelling all tricky |
| -Continue to support children in | | words learnt so far: I, no, go, to, |
| reading and writing captions | | the, into |
| | | Set 5 |
| SAL STRAIGHT HAND AND AND AND AND AND AND AND AND AND | | A Bad Lad |
| ■ 1 1 1 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 | | Doll is ill |
| 2012 | | Big Fat Rat |
| -A. C. C. S. | | Huff! Puff! |
| | | The Bop |
| | | A Big Mess |
| 12 | Complete end of phase 2 phonics | Control of the second of the s |
| -Continue to support children in | assessment before Christmas | |
| reading and writing captions | | |
| | | |

| Phase 3 (Reception) | | | |
|---------------------------------------|--------------------|----------------------------|--|
| | Phase 3 weeks 1-12 | | |
| Week | Teach | Tricky words and decodable | |
| | | books | |
| 1 | Sounds: j, v, w, x | Tricky words: me, be | |
| - Practise previously learned letters | | Set 6 | |
| and sounds | | Let's Rock! | |
| - Teach set 6 letters and sounds | | The Van | |
| - Learn an alphabet song | | Stan and Vick | |
| - Practise blending for reading | | A Big Win | |
| - Practise segmentation for spelling | | Max's Box | |
| - Practise reading high-frequency | | Go to bed | |
| words | | Sid is Sick | |
| - Read sentences using sets 1-6 | | I can fix it | |
| letters and the tricky words no, go, | | Jack gets a pet | |

| I, the, to | | |
|---|-------------------------|---------------------------------------|
| 2 | Sounds: y, z, zz, qu | Tricky words: he, my |
| - Practise previously learned letters | | Set 7 |
| and sounds | | Slip, Slap, Slop! |
| - Teach set 7 letters and sounds | | Quick! Quick! |
| - Point to the letters in the alphabet | | The Fox and the Ducks |
| • 1 | | A Picnic |
| while singing the alphabet song | | Is it quick? |
| - Practise blending for reading | | The Hunt |
| - Practise segmentation for spelling | | Sid and Zak |
| - Teach reading the tricky words he, | | Zap! |
| She | | Quick Quiz |
| - Practise reading and spelling high- | | |
| frequency words | | (Albeite)(Albeite) |
| - Teach spelling the tricky words the and to | | |
| - Practise reading captions and | | |
| 9 , , | | |
| sentences with sets 1-7 letters and | | |
| he, she, no, go, I, the, to | Sounds ob ab this | Tricky words: they, she |
| 3 3 3 3 3 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | Sounds: ch, sh, th, ng | |
| - Practise previously learned GPCs | | Set 8 |
| - Teach the four consonant digraphs | | Mixing Muffins |
| - Point to the letters in the alphabet | | Munching Lunch |
| while singing the alphabet song | | Sand Champ |
| - Practise blending for reading | | The Thing |
| - Practise segmentation for spelling | | Sid and Nan Invent |
| - Teach reading the tricky words we, | | Chick gets lost |
| me, be | | Sharon and Flash |
| - Practise reading and spelling high- | Control of the Control | No Lunch! |
| frequency words | | In a Rush |
| - Practise reading two-syllable words | | |
| - Practise reading captions and | | |
| sentences | | |
| - Practise writing captions and | | |
| sentences | | |
| 4 | Sounds: ai, ee, igh, oa | Tricky word: we |
| - Practise previously learned GPCs | 1911 | Continue to read books from set 8 |
| - Teach four of the vowel digraphs | 47100 | above as need to learn the following |
| - Point to the letters in the alphabet | 16 | sounds: ai, ee, igh, oa, oo, oo to be |
| while singing the alphabet song | 1000 | able to access the next set of books |
| - Practise blending for reading | All III | (set 9) |
| - Practise segmentation for spelling | | _ |
| - Teach reading the tricky word was | | |
| - Teach spelling the tricky words no | • | |
| and go | | |
| - Practise reading and spelling high- | | |
| frequency words | | |
| · · · · · · · · · · · · · · · · · · · | | |
| - Practise reading two-syllable words I | | |
| - Practise reading two-syllable words - Practise reading captions and | | |
| - Practise reading captions and | | |
| <u> </u> | | |

| 5 | Sounds: 00, 00, ar, or | Tricky word: are |
|---|--|--|
| - Practise previously learned GPCs | | Set 9 |
| - Teach four more vowel digraphs | | On the Go |
| - Point to the letters in the alphabet | | Rock-Pooling |
| while singing the alphabet song | | Pandas |
| -Practise blending for reading | | Go Fish! |
| -Practise segmentation for spelling | | Go, Boat, Go! |
| -Practise reading and spelling high | | Meet ZinZan |
| frequency words | | On the Moon |
| -Teach spelling two-syllable words | | The Queen's Plan |
| -Practise reading captions and | | This floats, that sinks |
| sentences | | 55W1 |
| -Practise writing captions and | 2 40、0.600 观数属的国际的 | |
| sentences | | |
| , | Sounds: ur, ow, oi | Tricky words: you, her |
| 6 -1 | | Set 10 |
| - Practise previously learned GPCs | | Moo! Cluck! Growl! |
| - Teach four more vowel digraphs | | A Green Lunch |
| - Practise letter names | | Turnips and Beetroots |
| -Practise blending for reading | | Sid-cam |
| -Practise segmentation for spelling | | Up to the stars |
| -Practise reading and spelling high | | Brown Fox tricks Stork |
| frequency words | | Stop that popcorn! |
| -Practise spelling two-syllable words | | In the Dark |
| -Practise reading captions and | | I I I I I I I I I I I I I I I I I I I |
| sentences | | |
| -Practise writing captions and | | |
| sentences | | |
| 7 | Sounds: ear, air, ure, er | Tricky words: all, was |
| - Practise previously learned GPCs | | Set 11 |
| - Teach four more vowel digraphs | | Winter |
| - Practise letter names | | A letter from Dorset |
| -Practise blending for reading | | Hair |
| -Practise segmentation for spelling | 22 | Panther and Frog |
| -Practise reading and spelling high | 的复数 | Eek! A Bug |
| frequency words | 14 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 | Summer Storm |
| -Practise spelling two-syllable words | The state of the s | Unfair! |
| -Practise reading captions and | ATTE | Dex and the Funfair |
| sentences | jii ji | Is it a monster? |
| -Practise writing captions and | NAME OF TAXABLE PARTY. | 100 April 100 Ap |
| sentences | 45 100 | 44 |
| 8 | Recap sounds: ch, sh, th, ng | Recap reading and spelling all of the |
| - Practise all GPCs | | phase 3 tricky words: |
| - Practise all BPCS - Practise letter names | | be, me, she, he, we, they, are, her, |
| -Practise letter names -Practise blending for reading | | my, you, was, all |
| -Practise segmentation for spelling | | |
| -Practise reading and spelling high | | Continue to read books from set 8, |
| | | 9, 10 and 11 |
| frequency words | | |
| -Practise spelling two-syllable words | | |
| -Practise reading captions and sentences | | |
| | | |
| -Practise writing captions and | | |

| sentences | | |
|---|--|--|
| 9 | Recap sounds: ai, ee, igh, oa | |
| - Practise all GPCs - Practise letter names -Practise blending for reading -Practise segmentation for spelling -Practise reading and spelling high frequency words -Practise spelling two-syllable words -Practise reading captions and sentences -Practise writing captions and | | |
| 10 | Recap sounds: 00, 00, ar, or | |
| - Practise all GPCs - Practise letter names -Practise blending for reading -Practise segmentation for spelling -Practise reading and spelling words -Practise reading and spelling high frequency words -Practise spelling two-syllable words -Practise reading captions and sentences -Practise writing captions and | | |
| 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 | Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words Teach and practise reading CVCC words Teach and practise spelling CVCC words Teach spelling the tricky words he, she, we, me, be Practise reading and spelling high-frequency words Practise reading sentences Practise writing sentences | 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 | |
| 2 | - Practise recognition and recall of | Tricky words: have, like | |

| | T | T |
|--|---------------------------------------|--|
| | Phase Two and Three graphemes and | |
| | reading and spelling CVC words | Continue to read books from set 8, |
| | - Teach and practise reading CCVC | 9, 10 and 11 as cannot access set 12 |
| | words | books until we have learnt all of the |
| | - Teach and practise spelling CCVC | phase 4 tricky words |
| | words | F |
| | | |
| | - Teach spelling the tricky words | |
| | was, you | |
| | - Practise reading and spelling high- | |
| | frequency words | No. |
| | - Practise reading sentences | 2 |
| | - Practise writing sentences | 55.90 |
| 3 💤 | - Practise recognition and recall of | Tricky words: some, come |
| S .F | Phase Two and Three graphemes | L'H'ROFET |
| 1032 | | Continue to an additional of Consumer to Co. |
| , , | - Practise reading words containing | Continue to read books from set 8, |
| Ei | adjacent consonants | 9, 10 and 11 as cannot access set 12 |
| . And 199 | - Practise spelling words containing | books until we have learnt all of the |
| 75 Ma3345 a 1 | adjacent consonants | phase 4 tricky words |
| | - Practise reading and spelling high- | |
| 全性的 间隔 的 形 化上 0- | frequency words | |
| | - Practise reading sentences | SASSA AND STATE OF THE STATE OF |
| V 12 | - Practise writing sentences | |
| 4 | - Practise recognition and recall of | Tricky words: were, there |
| . 4 200 | | Tricky words, were, there |
| (1) 55 V(3) (4) 第四回的 | Phase Two and Three graphemes | |
| | - Practise reading words containing | Continue to read books from set 8, |
| ALCOHOLD INDIVIDUAL (IN | adjacent consonants | 9, 10 and 11 as cannot access set 12 |
| (2) (2) (2) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4 | - Practise spelling words containing | books until we have learnt all of the |
| 194200 | adjacent consonants | phase 4 tricky words |
| _ASON 305 | - Teach reading the tricky words do, | 建设建设的产品的工作的 |
| (西部) (174) | when, out, what | |
| | - Teach spelling the tricky words my, | |
| . 4000 4000 | | The state of the s |
| 100000000000000000000000000000000000000 | ner | |
| X10.00 (0.00) | - Practise reading and spelling high- | |
| | frequency words | |
| | - Practise reading sentences | 以外的数据的数据编制 |
| | - Practise writing sentences | A 1754 APRIL 198 |
| 5 | - Practise recognition and recall of | Tricky words: little, one, do |
| (A. 1977 - 17.7 a) | Phase Two and Three graphemes | 1000年期提供的发展的 |
| 35,737 | - Practise reading words containing | Continue to read books from set 8, |
| | adjacent consonants | 9, 10 and 11 as cannot access set 12 |
| | - Practise spelling words containing | books until we have learnt all of the |
| | | - |
| | adjacent consonants | phase 4 tricky words |
| | - Teach reading the tricky words do, | |
| | when, out, what | |
| | - Teach spelling the tricky words my, | |
| | her | |
| | - Practise reading and spelling high- | |
| | frequency words | |
| | | |
| | - Practise reading sentences | |
| _ | - Practise writing sentences | T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| 6 | - Practise recognition and recall of | Tricky words: when, out, what |
| | Phase Two and Three graphemes | Set 12 |
| | - Practise reading words containing | A job for Jim |
| · | | |

| | adjacent consonants | Look what we can do |
|--|---|--|
| | Practise spelling words containing | A little green monster |
| | adjacent consonants | Sid and the haircut |
| | - Teach reading the tricky words do, | Sid and the boxer pup |
| | when, out, what | Sea fishing |
| | - Teach spelling the tricky words my, | Be a cress barber |
| | her | Trains |
| | Practise reading and spelling high- | Cool Cars |
| | frequency words | Pompom pets |
| | - Practise reading sentences | Snails |
| | - Practise writing sentences | There's something in the garden |
| | | Fantastic fish |
| 46 | 2016年1月1日 1月1日 | Stop helping |
| 1.4% | | Stuck in a trap |
| | | Springs and things |
| | | Monsters |
| AS 449 | | The Bright Stars |
| 25 Aut 30 to 1 | *SPECIAL DESIGNATION OF A STATE OF | At the dentist |
| A Share Market Branch Than | | |
| | | Continue to read these books in |
| | | Summer term 2 |
| 7 | Complete end of phase 4 assessment | Continue to read phase 4 set 12 |
| | in week 1 of summer term | books from above |
| 8 | Identify any gaps in the children's | |
| 440,44 (5.44) | phonic knowledge and work on these | |
| | for the rest of the summer term. | |
| 200 mm 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | | |
| 1999 | Continue to work on being able to | |
| -327.30 | write a sentence independently | |
| | focussing on using a capital letter, | THE RESERVE OF THE PARTY OF THE |
| | finger spaces and a full stop. | |
| 7 (D700) MINES | | STATE OF THE PERSON NAMED IN |
| | | Dept. (1980年) 1987年 - 19874 - 19874 - 19874 - 19874 - 19874 - 19874 - 19874 - 19874 - 19874 - |

| Phase 5 (Year 1) | | | |
|---|--|---|--|
| Phase 5 weeks 1-9 - | Phase 5 weeks 1-9 - Teaching an alternative grapheme for known phonemes | | |
| Week | Teach | Tricky words and decodable books | |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt. Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences. | Sounds: wh and ph wh as in wh en (know w as in w ood) ph as in ph oto (know f as in f ort) | Teach to read: oh, their and people Decodable book - Phase 4 decodable book (revision). Teach to write: some and come | |

| 2 | Sounds: ay and a-e | Teach to read: Mr and Mrs |
|--|--|---|
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF | ay as in day (know ai as in rain) a-e as in make (know ai as in rain and ay as in day) | Decodable book - Phase 5 set 13 (wh, ph, oh and their). Teach to write: said and have. |
| and polysyllabic words Practise reading and writing sentences. | | |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF | Sounds: ea, e-e and ey ea as in eat (know ee as in weed) e-e as in these (know ee as in weed and ea as in eat) ey as in donkey (know ee as in weed, ea as in eat and e-e in these) | Teach to read: looked, called, asked Decodable book - Phase 5 set 14 (ay, a-e, ey, Mr and Mrs) |
| and polysyllabic words Practise reading and writing sentences. | Charles to and the | |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences. | ie as in tie (know igh as in night) i-e as in like (know igh as in night and ie as in tie) | Teach to read: water and where. Decodable book - Phase 5 set 15 (ea, e-e, ey, Mr and Mrs) Teach to write like and so. |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants | Sounds: o-e and oe o-e as in home (know oa as in boat) oe as in toe (know oa as in boat and o-e as in home) | Teach to read: again and who Decodable book - Phase 5 set 16 (igh, ie, i-e, water and where). Teach to write: there and were. |

| and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences. | | T. I. |
|--|--|--|
| 6 | Sounds: ue, ew and u-e | Teach to read: through and thought |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing | ue as in blue (know oo as in moon) ew as in new (know oo as in moon and ue as in blue) u-e as in rule (know ew as in new) | Decodable book - Phase 5 set 17 (oa, oe, o-e, again and who). Teach the days of the week: Monday and Tuesday. |
| sentences. | P. N. Branch, A. M. Branch, B. P. Branch, B. B. Branch, B. Branch, B. | AND AND PROPERTY. |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences. | Sounds: aw and au aw as in s aw (know or as in f or) au as in P au l (know or as in f or and aw as in s aw) | Teach to read: work, laughed and because Decodable book - Phase 5 set 18 (ue, ew, u-e, through and thought). Teach the days of the week Friday and Wednesday. |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences. | Sounds: .ir ir as in girl (know ur as in fur) | Teach to read: Thursday Saturday, thirty and thirteen. Decodable book - Phase 5 set 19 (aw, au, work, laughed and because). Teach the days of the week: Saturday, Sunday and Thursday. Revise Syllables - practise reading writing words using syllables. |
| 9 | Sounds: ou and oy | Teach to read: different, many and |
| Practise recognition and recall of phase 2,3 and 5 graphemes as learnt | ou as in ou t (know ow as in c ow) oy as in b oy (know oi as in c oi n) | any Decodable book - Phase 5 set 20 (ir, Thursday, Saturday, thirty and |
| | , | |

| Practice recognition and recall of phase 2, 3, 4 and 5 tricky words as learnt. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences. Phase 5 assessment. | .38120505326 | thirteen). Teach to read and write compound words. |
|--|---|--|
| Phase 5 weeks 10-13 t | eaching alternative pronunciation | for known graphemes |
| Practise recognition and recall of graphemes and different. pronunciations of graphemes as they are learned. Practise reading and spelling words with adjacent consonants and newly learned graphemes. Practise reading and spelling HF and polysyllabic words. Practise reading and writing | Sounds: c, ch, i and o 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) | Teach to read: once and mouse Decodable book - Phase 5 set 21 (ou, ow, oy and oi) |
| sentences. | | |
| Practise recognition and recall of graphemes and different. pronunciations of graphemes as they are learned. Practise reading and spelling words with adjacent consonants and newly learned graphemes. Practise reading and spelling HF and polysyllabic words. Practise reading and writing | Sounds: c, ou and u 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) | Teach to read: friends and eyes. Teach to write: one and do. Decodable book - phase 5 set 23 (c, k, ck and ch) |
| Practise recognition and recall of graphemes and different. pronunciations of graphemes as they are learned. Practise reading and spelling words with adjacent consonants and newly learned graphemes. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | Sounds: g, ie, a 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). | Teach to read: words with contractions: I'm, It's won't and don't Teach to write: little and out Decodable book - phase 5 set 24 (s, c, st and se) |
| 13 | Sounds: y, ou, ea | Teach to read: please |
| Practise recognition and recall of graphemes and different. | y as in b y and ver y (known as y in | Teach to write: when and what |

| • • Pho | pronunciations of graphemes as they are learned. Practise reading and spelling words with adjacent consonants and newly learned graphemes. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. ase 5 assessment Phase 5 weeks 14-3 | yes). ou as in could, you and shoulder (known as ou in out) ea as in bread (known as ea in eat). 36: Teaching Alternative Spelling | Decodable book - phase 5 set 25 (j, g, dge, ge). |
|---------|---|--|--|
| | | Unusual spellings are in brackets. | |
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing | Alternative spellings for the ear and air phonemes. ear - dear, ere - here, eer - deer and (ier - tier). air - fair, are - care, ear - bear, (ere - there and ier - their) | Teach to read words containing s and es endings. Read words with contractions: for example they'll, we'll, you've Decodable book - phase 5 set 25 (j, g, dge, ge). |
| | sentences. | | |
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | Alternative spellings for the oi phoneme. oi - coin, oy - boy Alternative Spellings for the c | Teaching to read words containing ing and ed endings. Decodable book - phase 5 set 22 ear (ear, eer, ere) air (air, are, ear) |
| • | 16 Practise recognition and recall of | phoneme. | Teach to read words containing er and est endings. |
| • | graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants | c - c at, ck - ba ck , k - k it (qu - mosquito, x - e x cept, ch - s ch ool) | Decodable book - Phase 5 set 22 (air, are and ear) |

| | and words with newly learned | | |
|-----|---|--|--|
| | graphemes. | | |
| • | practise reading and spelling HF | | |
| | and polysyllabic words. | | |
| • | Practise reading and writing | | |
| | sentences. | | |
| | 17 | Alternative Spellings for the n | Teach adding the prefix - un e.g. |
| | - ' | phoneme. | unhappy, unfair, undo. |
| • | Practise recognition and recall of | | 11,, |
| | graphemes and different | n - n et, nn - fu nn y, gn - gn ome, kn- | Revise syllables. |
| | pronunciations as they are | knight (pn - pneumatic, mn - | 5 |
| | learned. | mnemonic) | 5.70 · |
| • | Teach alternative spellings of | | Start to move children across to |
| | phonemes for writing. | | colour banded books while we focus |
| • | Practise reading and spelling | | on the last few sounds to read the |
| | words with adjacent consonants | | last set of decodable books. |
| | and words with newly learned | | 35. 57. 57. 5365dabio 500its. |
| | graphemes. | (1) (1) (1) (1) (1) (1) (1) (1) (1) (1) | ST 1979 AL |
| • | practise reading and spelling HF | | 436.5-334.54 |
| | and polysyllabic words. | | |
| • | Practise reading and writing | | 1000年代の日本 |
| | sentences. | | |
| | 18 | Alternative Spellings for the m | Teach adding the endings ing, ed and |
| • | Practise recognition and recall of | phoneme. | er to verbs where no change is |
| | graphemes and different | | needed to the root word. |
| | pronunciations as they are | m - mat, mm - summer, (mb - lamb, | |
| | learned. | me – so me , mn – autu mn) | Children to read colour banded |
| • | Teach alternative spellings of | | books while we focus on the last few |
| | phonemes for writing. | (V.). | sounds in the last set of decodable |
| • | Practise reading and spelling | | books. |
| | words with adjacent consonants | | |
| | and words with newly learned | Company of the Compan | The state of the s |
| | graphemes. | | |
| | practise reading and spelling HF | THE PARTY OF THE PARTY OF THE PARTY. | |
| | and polysyllabic words. | | TO THE PART OF THE |
| | Practise reading and writing | | |
| 1 | sentences, | THE PERSON NAMED IN | |
| | 19 | Alternative Spellings for the l | Teach adding er and est to |
| | O 12 pl 10 10 10 10 10 10 10 10 10 10 10 10 10 | phoneme. | adjectives where no change is |
| • | Practise recognition and recall of | | needed to the root word e.g. quicker |
| | graphemes and different | l- leg, pill, bottle (nostril) | and quickest. |
| | pronunciations as they are | , 23, 1 | |
| | learned. | | Children to read colour banded |
| • | Teach alternative spellings of | Alternative Spellings for the w | books while we focus on the last few |
| | phonemes for writing. | phoneme. | sounds in the last set of decodable |
| • | Practise reading and spelling | phonomic. | books. |
| | words with adjacent consonants | w - wet, wh - when (u - penguin, o - | DOURS. |
| | and words with newly learned | one) | |
| | graphemes. | one) | |
| • | practise reading and spelling HF | | |
| i . | | | |
| | and polysyllabic words. Practise reading and writing | | |

sentences.

| | 20 | Alternative Spellings for the r | Children to read colour banded |
|---|---|--|--|
| | se recognition and recall of | phoneme. | books while we focus on the last few sounds in the last set of decodable |
| • | mes and different | Wr - write, r - rabbit, rr - carrot, rh | books. |
| pronun learned | ciations as they are | - rh yme | 200.0. |
| | alternative spellings of | · | Revise the tricky words: don't, can't |
| | nes for writing. | | and didn't. |
| | se reading and spelling | | |
| | with adjacent consonants | .0.00 | |
| and wo graphe | rds with newly learned | | 25 200 |
| | se reading and spelling HF _ | | |
| • | lysyllabic words. | | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| | se reading and writing | ELSO HELD HEROLD | |
| senten | | | |
| ı | 21 | Alternative Spellings for the sphoneme. | Decodable book - phase 5 set 26 |
| | se recognition and recall of | Nicute lie | (I) le |
| | mes and different ciations as they are | s - sun, ss - miss, (sc - scent, st - | (r) wr |
| learned | 그는 사람들은 사람들은 사람은 얼마나 살아보니 그렇게 다 | listen) | (m) mb |
| | alternative spellings of | Section 1 | (n) kn, gn |
| • | nes for writing. | | |
| | se reading and spelling | | Begin to revise the spelling of the |
| | with adjacent consonants rds with newly learned | | following phase 5 tricky words: oh, |
| graphe | | | their, people, Mr, Mrs, looked, called |
| • | se reading and spelling HF | | and asked. |
| • | lysyllabic words. | | In addition to these words ensure |
| Practis senten | se reading and writing | | that the children can read and spell |
| Senten | | | ALL tricky words from phases 2-5 |
| | | | and can decode and encode the |
| | 22 | Alternative Spellings for the igh | decodable words for all phases. Children to read colour banded |
| 5 | 22 | phoneme. | books while we focus on the last few |
| | se recognition and recall of mes and different | | sounds in the last set of decodable |
| • . | ciations as they are | igh - n igh t, ie - t ie , y - b y , i-e - l ike , | books. |
| learned | d. 1955 | I, i- Friday (eigh - height, eye, I, ye | |
| | alternative spellings of | - goodb ye , y-e - type) | Revise the spelling of the following |
| • | nes for writing. | AS III | phase 5 tricky words: oh, their, |
| | se reading and spelling with adjacent consonants | | people, Mr, Mrs, looked, called and asked. |
| | rds with newly learned | | |
| graphe | • | | In addition to these words ensure |
| • | se reading and spelling HF | | that the children can read and spell |
| • | lysyllabic words. | | ALL tricky words from phases 2-5 |
| Practis senten | se reading and writing | | and can decode and encode the decodable words for all phases. |
| 36111611 | 23 | Alternative Spellings for the ch | Children to read colour banded |
| • Practic | e recognition and recall of | phoneme. | books while we focus on the last few |
| | mes and different | | sounds in the last set of decodable |
| • | ciations as they are | ch - ch ip, tch - ca tch | books. |

| • | learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. 24 Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. | Alternative Spellings for the o phoneme. /o/ -frog, (swan) | Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. Children to read colour banded books while we focus on the last few sounds in the last set of decodable books. Teach to read the tricky words: first, second and third. |
|---|---|--|---|
| • | Practise reading and writing | | |
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | Alternative Spellings for the oa phoneme. oa- boat, (ow- blow /snow) | Decodable book - phase 5 set 27 (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' Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |
| • | 26 Practise recognition and recall of graphemes and different pronunciations as they are | Alternative Spellings for the ee phoneme. ee - weed, ea - eat, e - he, ie - field, e-e - these, y - very, , (eo - people) | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and |

| • | Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | | 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. |
|---|---|---|--|
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing | Alternative Spellings for the ai phoneme. ai - rain, ay - day, a-e - make, (a-baby) | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | Alternative Spellings for the e phoneme. e - egg, ea - head (ai - said, ay - says, ie - friend, eo - leopard, a - any) | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing | Alternative Spellings for the ng phoneme. ng - ri ng , (ngue - to ngue) | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |

| | sentences | | |
|-----|---|--|---|
| | sentences. 30 | Alternative Spellings for the or | Colour banded reading books |
| • 1 | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling HF and polysyllabic words. | phoneme. or - for, aw - saw, au - Paul, ore - more, al - talk, our - four, your, (augh - caught,, oor - door, oa - broad) | Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |
| | Practise reading and writing | | |
| • ! | sentences. 31 Practise recognition and recall of graphemes and different pronunciations as they are learned. | Alternative Spellings for the oo phoneme. oo - moon, ew - new, ue - blue, u-e - rule, (ui - suit, o - to, ou - soup, wo - | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and |
| • 1 | Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. | two, o-e - lose) | asked. 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 |
| • 1 | practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | | decodable words for all phases. |
| • | Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants | Alternative Spellings for the v phoneme. v - vet, ve - have, <u>love</u> (f - <u>of</u>) | Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. In addition to these words ensure that the children can read and spell |
| • 1 | and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | Alternative Spellings for the f | ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases. Colour banded reading books |
| 9 | Practise recognition and recall of graphemes and different pronunciations as they are learned. | phoneme. f - f in, ff - cli ff , ph - ph oto (gh - tou gh) | Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. |

| Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | | 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. |
|---|--|--|
| Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing | Alternative Spellings for the ar phoneme. /ar/ - farm, a - father (al - calm, are, au - aunt, ear - heart) | Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |
| sentences. 35 Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. | Alternative Spellings for the oa phoneme. oa - boat, ow - grow, oe - toe, o - go, o-e - home, (oh, ol - yolk) | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |
| 36 Practise recognition and recall of graphemes and different pronunciations as they are learned. Teach alternative spellings of phonemes for writing. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. practise reading and spelling HF | Alternative Spellings for the er phoneme. er - corner, summer, winter, sister | Colour banded reading books Revise the spelling of the following phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called and asked. 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. |

| and polysyllabic words. | |
|---|--|
| Practise reading and writing sentences. | |

Phase 5 assessment.

