



## Phonics Progression of Skills for Reception

### Phase 2 Autumn Term

Week 1	Phase 1 activities during settling in week.	
Week 2	Introduce s,a,t,p Write letters Blend VC words	Introduce and read I
Week 3	Recap previous sounds Introduce i, n, m, d Write letters Practise reading CVC words	Read I Introduce no, go, to
Week 4	Recap previous sounds Introduce g, o, c, k Write letters Practise reading CVC words	Read I, go, no, to Introduce the Spell I
Week 5	Recap previous sounds Introduce ck, u, e, r Write letters Practise reading CVC words	Read I, go, no, to, the Spell I
Week 6	Recap previous sounds Introduce h, b, f, l Write letters Practise reading CVC words	Read I, go, no, to, the Introduce into Spell I Introduce no
Week 7	Recap previous sounds Introduce ff, ll, ss Write letters Practise reading CVC words Model where to start writing and practise writing CVC words	Read I, go, no, to, the, into Spell I, no Introduce go and to
Week 8	Revise S,a,t,p,l,n,m,d,g,o,c,k,ck,u,e,r	Read I, go, no, to, the, into



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	Practise reading CVC words Practise writing CVC words	Introduce me Spell I, go, to, no Introduce the
Week 9	Revise h,b,f,l,ff,ll,ss Practise reading CVC words Practise writing CVC words	Read I, go, no, to, the, into, me Introduce he, we, be, she Spell I, go, to, no, the
Week 10	Recap previous sounds PHASE 3 Introduce j, v, w, x Write letters Practise reading CVC words Practise writing a simple phrase containing CVC words	Read I, go, to, no, the, into, he, we, me, she, be Spell I go, to no, the
Week 11	Recap previous sounds PHASE 3 Introduce y, z, zz, qu Write letters Practise reading CVC words Practise writing a simple phrase containing CVC words	Read I, go, to, no, the, into, he, we, me, she, be Spell I go, to no, the
Week 12	Recap previous sounds PHASE 3 Introduce digraphs – putting two letters together. Introduce ch Practise reading 'ch' in CVC words Practise writing 'ch' in CVC words	Read I, go, to, no, the, into, he, we, me, she, be Spell I go, to no, the
Week 13	Recap previous sounds PHASE 3 Introduce digraphs – putting two letters together. Introduce sh Practise reading 'sh' in CVC words Practise writing 'sh' in CVC words	Read I, go, to, no, the, into, he, we, me, she, be Spell I go, to no, the
Week 14	Recap previous sounds PHASE 3 Introduce digraphs – putting two letters together. Introduce th Practise reading 'th' in CVC words	Read I, go, to, no, the, into, he, we, me, she, be Spell I go, to no, the



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	Practise writing 'th' in CVC words	
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## Phase 3 Spring Term

Week 1	Recap previous digraphs ch, sh, th Introduce ng Practise reading digraphs in CVC words Practise writing digraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, Introduce reading all Spell I, go, to, no, the Introduce spelling me
Week 2	Recap previous digraphs Introduce ee and ai Practise reading digraphs in CVC words Practise writing digraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, all Introduce reading are Spell I, go, to, no, the, me Introduce spelling he
Week 3	Recap previous digraphs Introduce oa, oo (zoom) Practise reading digraphs in CVC words Practise writing digraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, all, are Introduce reading they Spell I, go, to, no, the, me, he Introduce spelling we
Week 4	Recap previous digraphs Introduce or, oo (cook) Practise reading digraphs in CVC words Practise writing digraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they Spell I, go, to, no, the, me, he, we Introduce spelling be
Week 5	Recap previous digraphs Introduce ar, ow Practise reading digraphs in CVC words Practise writing digraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they Introduce was Spell I, go, to, no, the, me, he, we, be Introduce spelling she
Week 6	Recap previous digraphs Introduce er Practise reading digraphs in CVC words Practise writing digraphs in CVC words and a simple sentence Revise ch, sh, th, ng	Read I, go, to, no, the, me, he, we, she, be, all, are, they Introduce was Spell I, go, to, no, the, me, he, we, be Introduce spelling she
Week 7	Revise ee, ai, oa, oo, oo, Practise reading digraphs in CVC words	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was



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	Practise writing digraphs in a sentence	Spell I, go, to, no, the, me, he, we, be, she
Week 8	Revise or, ar, oi, ow, ur Practise reading digraphs in CVC words Practise writing digraphs in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was Introduce my Spell I, go, to, no, the, me, he, we, be, she
Week 9	Revise er Practise reading digraphs in CVC words Practise writing digraphs in a sentence Introduce igh, ear Practise reading trigraphs in CVC words Practise writing trigraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my Introduce you Spell I, go, to, no, the, me, he, we, be, she Introduce all
Week 10	Recap previous digraphs and trigraphs Introduce air, ure Practise reading trigraphs in CVC words Practise writing trigraphs in CVC words and a simple sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you Introduce her Spell I, go, to, no, the, me, he, we, be, she, all
Week 11	Revise all trigraphs Practise reading trigraphs in CVC words Practise writing trigraphs in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her Spell I, go, to, no, the, me, he, we, be, she, all Introduce are
Week 12	Revise all digraphs and trigraphs for assessment. Practise reading trigraphs in CVC words Practise writing trigraphs in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her Spell I, go, to, no, the, me, he, we, be, she, all, are Introduce they



## Phase 4 Summer Term

Week 1	Revise all digraphs and trigraphs for assessment. Practise reading trigraphs in CVC words Practise writing trigraphs in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her Introduce so and do Spell I, go, to, no, the, me, he, we, be, she, all, are, they
Week 2	St, sp and all Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do Introduce said Spell I, go, to, no, the, me, he, we, be, she, all, are, they Introduce her
Week 3	Introduce idea of four sounds within words. Use lines to model.	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said Introduce like Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her Introduce was
Week 4	CCVC/CVCC Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like Introduce have Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was Introduce you
Week 5	CCVC/CVCC Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you



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Week 6	CCVC/CVCC Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you
Week 7	CCVC/CVCC with ch sh, th, ng, ee, Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have Introduce there Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you
Week 8	CCVC/CVCC with ai, oa, oo, oo, or Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have, there Introduce were Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you
Week 9	CCVC/CVCC ar, oi, ow, ur, er Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have, there, were Introduce come, some Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you
Week 10	CCVC/CVCC sp, st, all Practise reading words Practise writing words and in a sentence	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have, there, were, come, some Introduce what, when Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you



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Week 11	Revise all digraphs and trigraphs for assessment	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have, there, were, come, some, what, when Introduce out, one Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you
Week 12	Revise all digraphs and trigraphs for assessment	Read I, go, to, no, the, me, he, we, she, be, all, are, they, was, my, you, her, so do, said, like, have, there, were, come, some, what, when, out, one Spell I, go, to, no, the, me, he, we, be, she, all, are, they, her, was, you

Phase 5		
Week	Teach	Tricky words
<b>Phase 5 Weeks 1-5: teaching an alternative grapheme for known phonemes.</b>		
<p>What have children already been taught?</p> <ul style="list-style-type: none"> <li>• One representation for each phoneme (identified below)</li> <li>• To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words).</li> <li>• Tricky words Phases 2-4</li> </ul>		





<p>1</p> <ul style="list-style-type: none"> <li>practise recognition and recall of phase 2,3 and 5 graphemes 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>ay as in <b>day</b> (know ai as in <b>rain</b>)            ea as in <b>eat</b> (know ee as in <b>weed</b>)            ie as in <b>tie</b> (know igh as in <b>night</b>)            aw as in <b>saw</b> (know or as in <b>for</b>)</p> <p>Teach compound word: <b>playground</b></p>	<p>Read: Mr, Mrs</p> <p>Write: some come</p> <p>Teach day of week: Monday</p>
<p>2</p> <ul style="list-style-type: none"> <li>practise recognition and recall of phase 2,3 and 5 graphemes 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>ue as in <b>blue</b> (know oo as in <b>moon</b>)            e-e as in <b>these</b> (know ee as in <b>weed</b> and ea as in <b>eat</b>)            i-e as in <b>like</b> (know igh as in <b>night</b> and ie as in <b>tie</b>)            wh as in <b>when</b> (know w as in <b>wood</b>)</p> <p>Teach syllables eg bluebell</p>	<p>Read: people, oh</p> <p>Write: said, have</p> <p>Teach day of week: <b>Tuesday</b>, Friday</p>
<p>3</p> <ul style="list-style-type: none"> <li>practise recognition and recall of phase 2,3 and 5 graphemes 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> </ul>	<p>o-e as in <b>home</b> (know oa as in <b>boat</b>)  <b>ph</b> as in <b>photo</b> (know <b>f</b> as in <b>fort</b>)            ou as in <b>out</b> (know ow as in <b>cow</b>)            au as in <b>Paul</b> (know or as in <b>for</b> and aw as in <b>saw</b>)</p> <p>Revise compound word: <b>playground</b></p>	<p>Read: looked, called</p> <p>Write: like, so</p> <p>Teach day of the week: Wednesday</p> <p>Teach common exception word: <u>house</u></p>



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<ul style="list-style-type: none"> <li>Practise reading and writing sentences</li> </ul>		
<p>4</p> <ul style="list-style-type: none"> <li>practise recognition and recall of phase 2,3 and 5 graphemes 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>oe as in <b>toe</b> (know oa as in <b>boat</b> and o-e as in <b>home</b>)  oy as in <b>boy</b> (know oi as in <b>coin</b>)  ew as in <b>new</b> (know oo as in <b>moon</b> and ue as in <b>blue</b>)</p> <p>Teach syllables (eg toenail)</p>	<p>Read: asked, their,</p> <p>Write: there, were</p> <p>Teach: Sun/day (syllables)</p>
<p>5</p> <ul style="list-style-type: none"> <li>practise recognition and recall of phase 2,3 and 5 graphemes 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>u-e as in <b>rule</b> (know ew as in <b>new</b>, oo as in <b>moon</b> and ue as in <b>blue</b>)  a-e as in <b>make</b> (know ai as in <b>rain</b> and ay as in <b>day</b>)  ir as in <b>girl</b> (know ur as in <b>fur</b>)</p> <p>Teach compound word: bedroom</p>	<p>Revise tricky words</p> <p>Thursday, Saturday (know ur as in fur)</p>

Week	Teach	Tricky words
<b>Weeks 6-9: teaching alternative pronunciation for known graphemes</b>		
What have children already been taught:		



<ul style="list-style-type: none"> <li>• One representation for each phoneme (identified below)</li> <li>• To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words).</li> <li>• Alternative graphemes for 18 phonemes</li> </ul>		
6	<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>i as in <b>find</b> (know i as in <b>fin</b>)  o as in <b>cold</b> (know o as in <b>hot</b>)  c as in <b>cent</b> (know c as in <b>cat</b>)  <b>g</b> as in <b>giant</b> (know g as in <b>got</b>)</p> <p>Read: where, who, once  because, water  Read words with contractions: eg I'm, I'll, <b>won't</b> don't  Read other words of more than one syllable eg <b>behind</b>, <b>danger</b>  Read words containing –s and -es endings</p> <p>Write: one, do</p>
7	<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>ch as <b>school</b> and <b>chef</b> (know ch as in <b>chin</b>)  u as in <b>put</b> (know u as in <b>but</b>)  ow as in <b>blow</b> (know ow as in <b>cow</b>)</p> <p>Read: again, work, mouse, friends  Read words with contractions: eg they'll  Read other words of more than one syllable eg <b>window</b>, <b>Christmas</b>  Read words containing –ing and –ed endings</p> <p>Write: little</p>
8		<p>ie as in <b>field</b> (know ie as in <b>tie</b>)</p> <p>Read: many, any, eyes, please</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>a as in <b>what</b> (know a as in <b>hat</b>) y as in <b>by</b>, <b>very</b> (know y as in <b>yes</b>)</p> <p>Revise up to here</p>	<p>Read words with contractions: Eg we'll</p> <p>Read other words of more than one syllable eg stopwatch, crunchy</p> <p>Read words containing –er and est endings</p> <p>Write: when, what</p>
<p>9</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>ou as in <b>could</b>, <b>you</b>, <b>shoulder</b> (know ou as in <b>out</b>) ea as in <b>bread</b> (know ea as in <b>eat</b>)</p> <p>Revise all alternative pronunciations</p>	<p>Read: thought. through, laughed, different</p> <p>Read words with contractions: eg can't couldn't , you're, you've</p> <p>Read other words of more than one syllable eg breakfast, mouldy</p> <p>Revise reading words with suffixes in weeks 6-8</p> <p>Write: out</p>

## Phase 5 weeks 10-30

Week	Teach	Tricky words Alternative spellings (unusual examples in brackets)
Weeks 10-30: teaching alternative spelling for all phonemes		



What have the children already been taught?

- One representation for each phoneme (identified below)
- To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words).
- Alternative graphemes for 18 phonemes
- Alternative pronunciations for 12 graphemes

10	<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>	/k/ /oi/	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, Looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	<p>c - <b>cat</b>, ck - <b>back</b>, k - <b>kit</b> (qu - mosquito, x - <b>except</b>, ch - <b>school</b>) oi - <b>coin</b>, oy - <b>boy</b></p>
11		/n/ /ow/	<p>words in this section of phase 5.</p>	<p>n - <b>net</b>, nn - <b>funny</b>, (pn - <b>pneumatic</b>, mn - <b>mnemonic</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>All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, Looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	<p>oa- <b>boat</b>, (ow- <b>blow</b> /<b>snow</b>)</p> <p>Teach: <b>Wednesday</b> /n/</p>
<p>12</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> </ul>	<p>/f/ /ai/</p>	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p>	<p>f - <b>fin</b>, ff - <b>cliff</b>, ph - <b>photo</b> (gh - <b>tough</b>) ai - <b>rain</b>, ay - <b>day</b>, a-e - <b>make</b>, (a- <b>baby</b>)</p>



<ul style="list-style-type: none"> <li>Practise reading and writing sentences</li> </ul>		<p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	
<p>13</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>/s/ /igh/</p> <p>Adding s and es</p>	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the</p>	<p>s – <b>sun</b>, ss – <b>miss</b>, (sc – <b>scent</b>, st – <b>listen</b>) igh – <b>night</b>, ie – <b>tie</b>, y – <b>by</b>, i-e – <b>like</b>, l, i- <b>Friday</b> (eigh – <b>height</b>, <b>eye</b>, <b>l</b>, ye – <b>goodbye</b>, y-e – <b>type</b>)</p> <p>Teach: Friday</p> <p>Plurals – adding s and es to words (plural of nouns and the third person singular of verbs) eg cats<b>s</b>, dogs<b>s</b>, spends<b>s</b>, rocks, thanks, catches</p>



		decodable words for all phases. (see page 194)	
14 <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>	Revise the previous 4 weeks grapheme choices.	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	
15	/w/ /oa/	There are few tricky words in this section of phase 5.	w – <b>w</b> et, wh – <b>w</b> hen (u – penguin, o – <b>o</b> ne)





<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>All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	<p>oa – <b>boat</b>, ow – <b>grow</b>, oe – <b>toe</b>, o – <b>go</b>, o-e – <b>home</b>, ( <b>oh</b>, ol – <b>yolk</b>)</p>
<p>16</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> </ul>	<p>/m/ /ee/</p>	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p>	<p>m – <b>mat</b>, mm – <b>summer</b>, (mb – <b>lamb</b>, me – <b>some</b>, mn – <b>autumn</b>) ee – <b>weed</b>, ea – <b>eat</b>, e – <b>he</b>, ie – <b>field</b>, e-e – <b>these</b>, y – <b>very</b>, , (eo – <b>people</b>)</p> <p>Teach compound word: <b>blackberry</b></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>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	
<p>17</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>/ch/ /e/</p>	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and</p>	<p>ch - <b>chip</b>, tch - <b>catch</b> e - <b>egg</b>, ea - <b>head</b> (ai - <b>said</b>, ay - <b>says</b>, ie - <b>friend</b>, eo - <b>leopard</b>, a - <b>any</b>)</p>



		encode the decodable words for all phases. (see page 194)	
18 <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>	-un	<p>There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	<p><u>Prefixes</u> Adding the prefix –un eg unhappy, unfair, undo.</p> <p>Teach syllables eg rabbit, pocket</p>
19	Revise the previous 4 weeks grapheme choices.	As above	



<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>20</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>/ng/ /or/</p>	<p>As above</p>	<p>ng - <b>ring</b>, (ngue - <b>tongue</b>)</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>, <b>your</b>, (augh - <b>caught</b>, , oor - <b>door</b>, oa - <b>broad</b>) Teach compound word: beanstalk</p> <p><u>Suffixes</u> Adding the endings –ing, -ed, and –er to verbs where no change is needed to the root word. Eg hunting, hunted,</p>



			hunter, jumping, jumped, jumper
21 <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>	/oo/	<p>There are few tricky words in this section of phase 5.</p> <p>All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</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>Teach common exception word: <b>school</b></p>
22	/v/ /l/	As above	<p>v - <b>vet</b>, ve – <b>have</b>, <b>love</b> (f - <b>of</b>)</p> <p>l- <b>leg</b>, <b>pill</b> (nostril)</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>			
23	<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>	/ear/	As above	ear – <b>dear</b> , ere – <b>here</b> , eer – <b>deer</b> (ier – <b>tier</b> )
24	<ul style="list-style-type: none"><li>• Practise recognition and recall of graphemes and different pronunciations as they are learned</li></ul>	Revise the previous 4 weeks grapheme choice	There are few tricky words in this section of phase 5.	



	<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>All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phases 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	
25	<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>	-er, -est	As above	<p><u>Suffixes</u></p> <p>Adding -er and -est to adjectives where no change is needed to the root word eg quicker, quickest.</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>			
26	<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>	/air/ /ar/	As above	air - <b>fair</b> , are - <b>care</b> , ear - <b>bear</b> (ere - <b>there</b> , eir - <b>their</b> ) /ar/ - <b>farm</b> , a – <b>father</b> (al – <b>calm</b> , <b>are</b> , au – <b>aunt</b> , ear – <b>heart</b> )  Teach compound word: farmyard
27		/o/	There are few tricky words in this section of phase 5.	/o/ - <b>frog</b> , (swan)





<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>All are to spell and can be spaced as appropriate:</p> <p>Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)</p>	
<p>28</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> </ul>	<p>/er/</p>	<p>As above</p>	<p>er - <b>corner</b>, <b>summer</b>, <b>winter</b>, <b>sister</b> Teach syllables eg thunder</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>			
29 <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>	Revise the previous 4 weeks grapheme choices	As above	REVISE syllables eg car-rot
30 <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>	Revise and revisit weeks 10-30	There are few tricky words in this section of phase 5. All are to spell and can be spaced as appropriate:	



- 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

Oh, their, people, Mr, Mrs, looked, called, asked.

In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases. (see page 194)