



The Code

Smart Kids Letters and Sounds



Phases 2-4

Daily Phonics Planning



a complete systematic synthetic phonics programme



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Phonic Progression



Each Unit is taught for 2-3 weeks

Units

PHASE 2	CVC Words. Words with 's' added to the end (hats).	1
	New letter-sounds: <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</i>	2
	Tricky words: is, the, no, go, I, to, into, his, has, as, put, pull, full, of	3
PHASE 3a	CVC Words including consonant digraphs. Words with 's' /z/ added to the end (bags).	4
	New letter-sounds: <i>j, v, w, x, y, z, zz, qu, ch, sh, th, ng</i>	5
PHASE 3b	CVC Words including vowel digraphs.	6
	New letter-sounds: <i>ai, ee, igh, oa, oi, oo, oo, ow, ar, air, ear, ur, or, ure, er</i>	7
PHASE 4a	Adjacent consonants and polysyllabic words.	8
	CVCC, CCVC, CCVCC, CCCVCC	
PHASE 4b	Tricky words: there, so, were, like, have, do, come, some	9
	Word ending: -est, -ing, -ed (sounds like 'd', 't', 'id'), -er, -tch, -y, -ey, -ve, -le	
PHASE 5a	Tricky words: one, love, out, about, today, says	10
	Alternative spellings: /ow/ou, /ee/ea, /ai/ay, /igh/ie, /oo/yoo/ue, /oi/oy	
	Alternative spellings: /or/aw/, /ur/ir, /w/wh, /f/ph, /or/ au, /oo/yoo/ew, /oa/oe	
PHASE 5b	Alternative spellings: /ai/a-e, /ee/e-e, /igh/i-e, /oa/o-e, /oo/yoo/u-e, /zh/	11
	Tricky words: here, your, asked, people, oh, Mr, Mrs, Ms, their, what	
	Alternative spellings: /s/ c, /j/ g, /sh/ ch, /k/ ch, /igh/ y, i /ar/ a, /oa/ o, /yoo/ u, /e/ ea, /ee/ ie, /ur/ er, /oa/ ow	
PHASE 5c	Alternative spellings: /oo/ou, /i/y, /ai/a, /o/a, /ee/e, /oo/u, /ai/ey, /oa/ou	12
	Tricky words: eye, again, any, many, friend, hour, work, through, pretty, shoe, two	
	Alternative spellings: /l/el,al,il, /m/mb, mn, /s/se, ce, /z/se, ze, /sh/ti, ci, ssi, /c/t(ure)	
PHASE 5d	Alternative spellings: /ng/n(k), /zh/ge, /j/dge, g e, /r/wr, /n/kn, gn, /oo/oul	13
	Tricky words: once, beautiful, different, thought, busy	
	Alternative spellings: /air/are,ear, /ar/al, /ear/eer,ere, /or/ore, /ur/or,ear, /ai/ea, eigh, aigh, /u/o-e	
PHASE 5d	Alternative spellings: /u/ou, /air/ere, /s/st, sc, /or/oar, oor, al, a, augh, our	14
	Tricky words: laugh, improve, move	
	Alternative spellings: /u/ou, /air/ere, /s/st, sc, /or/oar, oor, al, a, augh, our	
PHASE 5d	Tricky words: laugh, improve, move	15
	Alternative spellings: /u/ou, /air/ere, /s/st, sc, /or/oar, oor, al, a, augh, our	16
PHASE 5d	Tricky words: laugh, improve, move	17
	Alternative spellings: /u/ou, /air/ere, /s/st, sc, /or/oar, oor, al, a, augh, our	18

Introduction

Smart Kids Letters and Sounds is a complete phonics resource to support children. It presents systematic, synthetic phonic work as the prime approach to decoding print. Daily teaching sessions teach the main grapheme-phoneme correspondences (GPCs) of English (the alphabetic principle) in a clearly defined, incremental sequence and begin by introducing a defined group of GPCs that enable children to read and spell many words early on. Children progressing from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English, learning to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word.

Daily phonics lessons

Phonics lessons build from 10-minute lessons, with additional daily oral blending games, to full-length 30-minute lessons as quickly as possible.

Children should sit all together on the carpet close to the teacher for direct teaching and at a table on a chair when practising segmenting for spelling and applying in writing.

Core phonics teaching sessions

Introduce: New learning. Objectives and criteria for success.

Revisit: Letter recognition and recall for previously learnt letter-sounds (GPCs).

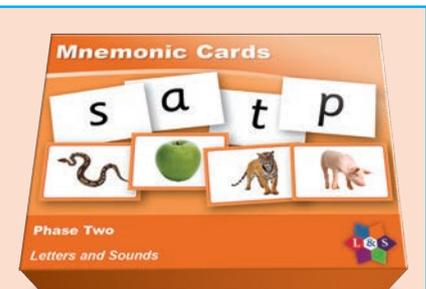
Teach: Letter recognition and recall for new letter-sounds (GPCs) / tricky words.

Practise: Blending for reading and/or segmenting for spelling as appropriate.

Apply: Read or write a caption or sentence using previously learnt GPCs and tricky words.

Revisit letter-sound recognition and recall

1. Hold up the letter side of the mnemonic cards that the children have learned, one at a time.
2. Ask the children, in chorus, to say the letter-sound (phoneme).
3. If children need support, turn the card over to show the mnemonic.
4. As the children become familiar with the letters, increase the speed of presentation so that the children learn to respond quickly and recognise taught GPCs 'at a glance'.



mnemonic cards phase 2 Code: LT14

Teach letter recognition and recall for a new letter-sound (GPC)

Hear it

1. Display the picture side of the mnemonic card.
2. Say the **pure** sound, saying the mnemonic at the end (e.g. **sssss snake**)
3. If any children in the room have names with the sound in them, say their names, accentuating the sound.
4. Do the same with other words (e.g. **ssssand, bussss**).

See it

1. Show the grapheme side of the card. Draw the letter formation over the grapheme as you say the letter formation.
2. Show the picture side of the card and write **s** next to the snake and say **sssss**.

Say it

1. Ask the children to repeat **sssssssss**. Ensure children pronounce the **pure** sound.
2. Point to the snake and say **sssssnake** and to the **s** and say **sssssss**.
3. Repeat with the children joining in.
4. Put the card behind your back and explain that when you show the snake side of the card, the children should say **snake** and when you show the **s** side of the card, they should say **s**.

Write it

1. Ask the children to put their 'writing finger' or 'pencil' in the air and follow you in making the shape, also saying the letter formation. Repeat two times.
2. Ask them to do the same again, either tracing **s** in front of them on the carpet or sitting in a line and tracing **s** on the back of the child in front.

Practise: Later, at their desks, children write **s** on whiteboards or paper.

Pure Sounds

Pronounce each letter sound clearly and distinctly without adding additional sounds to the end e.g.

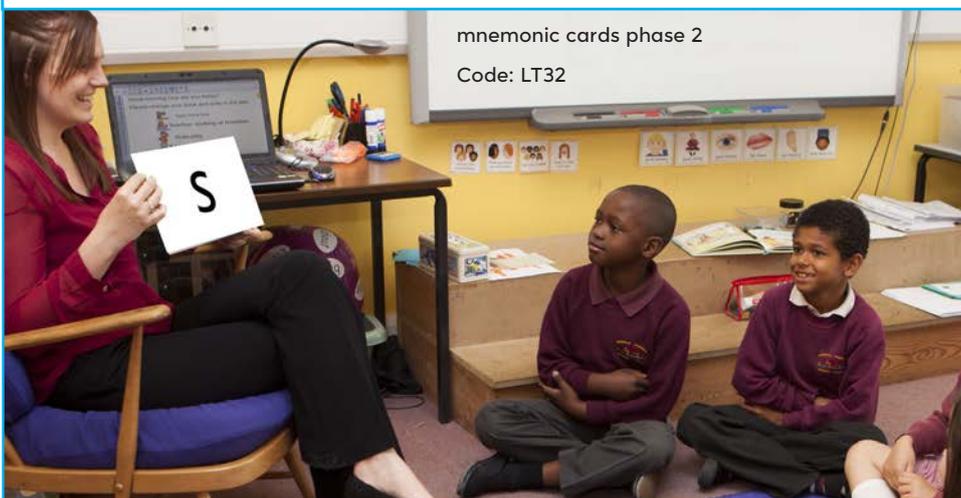
sss not 'suh.'

fff not 'fuh.'

t not 'tuh.'

p not 'puh.'

mmm not 'muh.'



Letter recognition and recall activity:

1. Using a wall frieze, ask the children to tell you the sound of the letter as you point to them randomly.
2. As the children become more familiar with the letters, increase the speed of the presentation



LT32 Phase 2 Flash Cards

LT33 Phase 3 Flash Cards

LT34 Phase 4 Flash Cards

Introduce blending for reading

Follow the procedure below starting with CV words **it**, **at**. Progress to CVC words.

Teach blending for reading (words using previously learnt graphemes)

1. Display a word without the sound buttons. If the word includes a digraph (two letters that make one sound), ask the children to say the digraph sound then point to it.
2. Point to each grapheme from left to right as you say the pure sound (sound-talk) and then blend to read the word.
3. Repeat with more words, but ask the children to sound-talk with you, then say the word.
4. Ask the children to sound-talk more words **without** you, then blend to read. Ensure children are using pure sounds.

Teach blending for reading (words using a new grapheme)

1. Display a word with the focus grapheme and point to the sound button under each grapheme from left to right as you say the pure sound (sound-talk).
2. Repeat, but ask the children to sound-talk the word with you, then blend to read word. Repeat with more words.
3. Shuffle cards then repeat, but ask the children to sound-talk the word **without** you, then blend to read word.

Introduce tricky words

1. Explain that there are some words that have a tricky part.
2. Write the caption **Sam is at a mat** on the whiteboard, pointing to each word, then point to the word 'is' and read it again.
3. Write 'is' on the whiteboard.
4. Draw children's attention to the letter-sound correspondence (GPC) that they already know (i in is).
5. Discuss the tricky bits of the word (e.g. in 's' does not make the same sound for /s/ that we have learnt).
6. Read the word a couple more times. Encourage children to read the word and refer to it regularly throughout the day.
7. Note: When teaching the word **the** put a line under the 'th' to show it makes one sound.



Teach how to spell tricky words

1. Write the word to be learned on the whiteboard and check that everyone can read it.
2. Say a sentence using the word.
3. Draw children's attention to the letter-sound correspondence (GPC) that they already know and discuss the tricky part of the word.
4. Sound-talk the word raising a finger for each phoneme.
5. Discuss the letters required for each phoneme, using letter names.
6. Ask the children to trace the shape of the letters on their raised fingers.

Practise: Use the same sequence of instructions with children at their desks as they write the word or use magnetic letters as appropriate.

Remember to always use pure sounds e.g. sss not 'suh.'



Resources - Teach

- Large two-phoneme or three-phoneme frame drawn on a magnetic whiteboard
- Selection of magnetic letters (e.g. sets 1 and 2 letters) displayed on a whiteboard
- List of words (visible only to the teacher) taken from list on page 1.

Resources - Practise

- Small phoneme frames, each with a selection of magnetic letters,

Teach segmenting for spelling

1. It is helpful to explain to children that segmenting a spoken word into a written word is the opposite of blending a written word into a spoken word. The following lesson will require building over a few days. Children should be able to spell VC words before moving on to spell CVC words. This same method is used to teach CCVC etc. words in Phases 4 and 5.
2. Say a VC word (e.g. at) and then say it in sound-talk.
3. Say another VC word (e.g. it) and ask the children what it would be in sound-talk.
4. Demonstrate finding the letter i from the selection of magnetic letters and put it in the first square on the phoneme frame and the letter t in the second square, sound-talk i-t and then say it.
5. Say another VC word (e.g. in) and ask the children to tell you what it would be in sound-talk.
6. Ask the children to tell you what to put in the first square in the phoneme frame and then in the second.
7. Repeat 4-8 with another VC word (e.g. an).
8. Repeat 1-8 with three-phoneme (CVC) words containing the selection of letters.

Practise: Use the same sequence of instructions with children at their desks as they write the word or use magnetic letters as appropriate.

Segmenting for spelling activities

Children need to be able to identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word and needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

Children should sit all together on the carpet close to the teacher for direct teaching and at a table on a chair when practising segmenting for spelling and applying in writing.

Quickwrite words

1. Say a CVC word and, holding up three fingers, sound-talk it, pointing to a finger at a time for each phoneme.
2. Ask the children to do the same and watch to check that they are correct.
3. Holding up the three fingers on one hand, write the letters of the word in a phoneme frame, demonstrating how to refer to the letter display to recall a letter.
4. Say another word and ask the children to sound-talk it using their fingers.
5. Ask them to sound-talk it in chorus for you to write it.
6. Ask them to sound-talk (with fingers) more words that you say.
7. **Practise:** Use the same sequence of instructions with children at their desks as they write the word on phoneme frames or use magnetic letters as appropriate.

Full circle

1. Display appropriate giant magnetic letters for one game of 'Full circle' on the whiteboard. Children have the same magnetic letters on individual whiteboards.
2. Say the first word (e.g. **pot**) and ask the children to make the word with their letters.
3. Write pot on the whiteboard and explain that the children are going to keep changing letters to make lots of different words. When they make **pot** again, they may call out Full circle.
4. Leave pot written on the whiteboard throughout the activity.
5. Ask the children to sound-talk pot and then **pod**. Ask children to change **pot** into **pod** on their magnetic whiteboards.
6. Ask them to sound-talk and blend the word to check that it is correct.
7. Repeat with each word in the list until the first word comes round again and then say Full circle with the children.



Word list examples:

List of words (pot, pod, pad, sad, mad, mat, pat, pot), magnetic whiteboard and giant magnetic letters (p, t, d, m, s, o, a),

List of words (cat, can, man, map, mop, cop, cap, cat), magnetic whiteboard and giant magnetic letters (c, t, n, m, p, a, o)

List of words (leg, peg, pet, pat, rat, ran, rag, lag, leg), magnetic whiteboard and giant magnetic letters (l, g, p, t, r, n, e, a)

List of words (run, bun, but, bit, hit, him, dim, din, sin, sun, run), magnetic whiteboard and giant letters (r, n, b, t, h, m, s, d, i, u)

Quick weekly assessments

Quick weekly assessments should check knowledge of GPCs, blending for reading and tricky words in a whole class session. Children should be observed and any that are struggling identified and provided with additional support. When assessing:

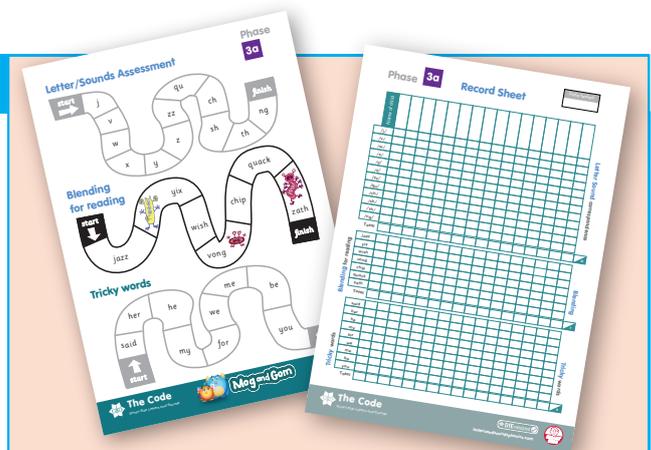
- Hold cards at the edges and at a good height. Turn cards at a fairly rapid but even pace.
- Look at the children, not the cards. Ensure children are using pure sounds. Play close attention to children who are mirroring other children and those who are at risk of falling behind, and provide additional support through keep-up lessons.
- Ensure full participation by asking individuals, rows and the whole class.

One-to-one summative assessments - GPCs and blending for reading

One-to-one summative assessments of GPCs, blending for reading and tricky words are carried out in week 6 of each phase. It is suggested that the teacher sets aside enough time to individually test a fifth of the class on each day. Results are recorded and the lowest 20% of children are identified for individual keep-up lessons.

Summative Assessment

- Before beginning the assessments enter all the children's names on the Excel overview sheet. This will auto-fill their names on all the phases.
- As the pupil reads out the GPC or word on the assessment card, record the answer.
- When using the excel spreadsheet the percentage total is automatically calculated.
- Use the sort function in Excel to easily identify the lowest 20% and provide these children with keep-up support .



LT150 Assessment

Assessing segmenting for spelling

It is important that children are given paper and pencils for writing activities so that a record can be kept of their progress. Transfer into writing is the ultimate goal. Children's ability to segment should be observed closely during word building activities using magnetic letters. Pronunciation of words, ability to hear individual phonemes and knowledge of GPCs should be assessed. If a child is struggling with segmenting for spelling and falling behind with their writing they should be given individual keep-up lessons.

Individual keep-up lesson - Segmenting for spelling

Using magnetic letters and a phoneme frame follow the method as described to teach segmenting for spelling on page 5 then play **Mix it Up!** :

1. Make a word using magnetic letters and a phoneme frame. Blend to read the word with the child.
2. Mix up the letters and ask the child to make the same word then blend to read it.
3. Have the child write the word they have made on a piece of paper. Make sure they use proper pencil grip.
4. Repeat 1-3 with other words, then ask the child to make a word that you have not previously made.

Individual keep-up lessons - Oral blending

If a child does not have sufficient oral blending skills they should be offered individual keep-up lessons.

Individual keep-up lesson - Oral blending

1. Play **What's Missing?** Display four pictures in front of the child. Model sound-talking the names of each of the pictures. e.g. This is a c-a-t. (use pictures from **Smart Chute Revision Cards** or **Matching Words and Pictures**).
2. Ask the child to close their eyes while you remove one of the pictures then ask the child to open their eyes.
3. Ask the child to sound-talk the picture that is missing. Repeat procedure with the other pictures.

Individual keep-up lessons - Blending for reading

Resources



LT32 Phase 2 Flash Cards

LT33 Phase 3 Flash Cards

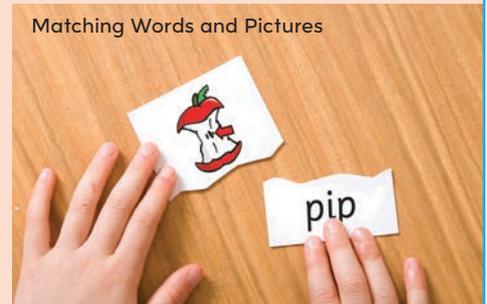
LT34 Phase 4 Flash Cards

LT35 Phase 5 Flash Cards

LT36 Phase 5 Alternative Pronunciations

LT153 Phase 5 Alternative Spellings

Matching Words and Pictures



Individual keep-up lessons - Blending for reading

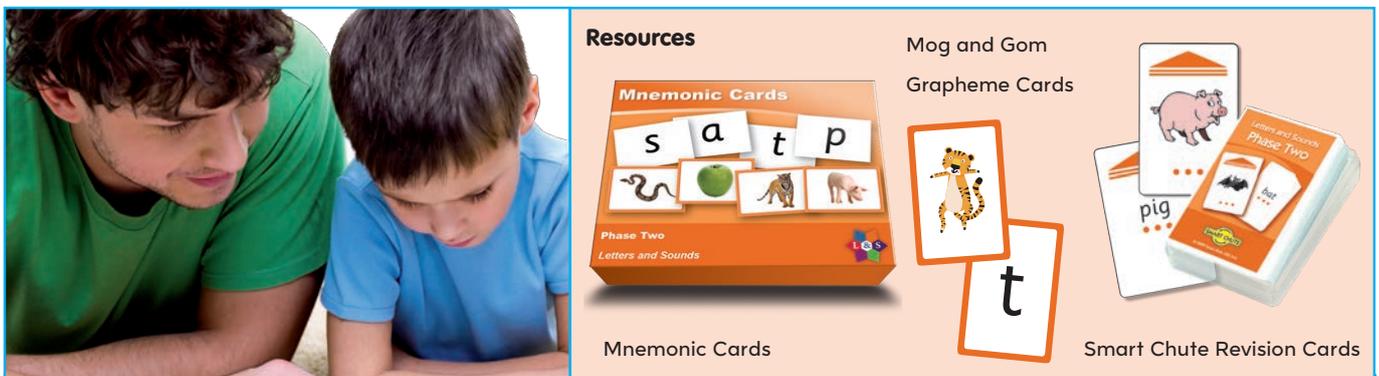
1. Display a word with previously learnt graphemes and point to the sound button under each grapheme from left to right as you say the pure sound (sound-talk). For tricky words, draw attention to the tricky part.
2. Repeat, but ask the child to sound-talk the word with you, then blend to read word. Repeat with more words.
3. Shuffle cards then repeat, but ask the children to sound-talk the word **without** you, then blend to read word.
4. Practise the skill of blending for reading by playing one of the following activities with the child.

Activity 1 (regular words):

1. Play **What's in the Box?** using the **Matching Words & Pictures** set. Choose pictures with known graphemes and place them in the box.
2. Display a word card (e.g. map). Use the blending for reading process as described on page 4.
3. Ask the child to find you the corresponding picture in the box.
4. Activity 2 (regular or tricky words):
5. Play **Got it!** Place word cards with previously known regular or tricky words and a focus word in a bag.
6. Ask the child to pull out a card and read it. If it is not the focus word they take another card.
7. When the child pulls out the focus word and reads it they say **Got it!**

Individual keep-up lessons - Teaching letter-sounds

- Children who need additional practice should receive daily keep-up support. Keep-up lessons should mirror the structure of class teaching but in smaller steps and with more repetition so that every child secures their learning. Routines and resources used in the keep-up lessons should match the whole class core phonics sessions. Consistency of approach is vital when supporting vulnerable pupils and those at risk of falling behind.
- Keep-up lessons should be sharply focused on key learning identified through ongoing assessment and screening to ensure gaps in knowledge and understanding are precisely targeted.
- Lessons should be taught daily and last around 5 minutes.
- Letter-sound recognition should be practised to the point of being 'over-learnt' to ensure pupils cannot fail to recognise taught GPCs.
- Continue to include children in the core phonics lessons. Do not stop teaching the children new GPCs. Keep-up lessons should be in addition to the whole class session.
- Continue keep-up sessions until the child can recognise taught GPCs 'at a glance' and use these to blend accurately.



Individual keep-up lesson - Letter-sound recognition

1. With the mnemonic cards use the Hear it, See it, Say it, Write it method described on page 3 with the child making sure the child watches your mouth as you make the correct enunciation of the phoneme a few times.
2. Practise the skill of letter-recognition by playing one of the following activities with the child.

Activity 1:

1. Select Smart Chute cards with the focus phoneme from the revision pack. This sound can be at the beginning or end for consonant sounds, or in the middle for vowel sounds.
2. Say the focus phoneme then the name of the picture as you show the child each card, emphasising the focus phoneme. Then ask the child to repeat these after you.

Activity 2:

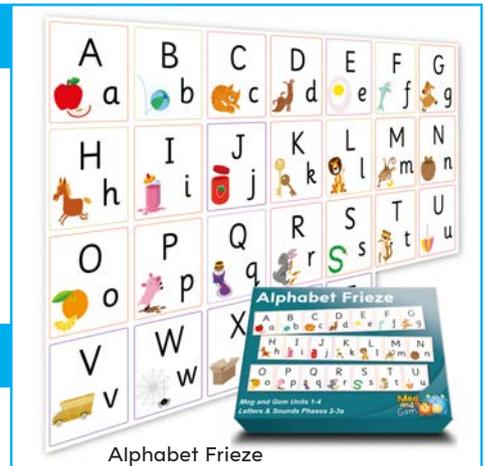
1. Play **Win it!** Choose 5-10 cards from the Mog and Gom Grapheme pack with graphemes that the child already knows including the focus phoneme taught in the lesson near the top of the pack.
2. Show the child the grapheme cards one by one and ask them to say the sound. Each time the child reads the focus phoneme they win the card. If they cannot read the grapheme turn the card over to show the mnemonic.
3. Shuffle the pack and ask for the card back, placing it lower and lower in the deck each time the child wins the game.

Teach the alphabet song

- Point to the letters as the children sing the alphabet song.
- Continue singing the song daily and pointing to the letters until you are satisfied that all the children know the letter names.
- Pick out a few previously taught sounds each day and connect the names of the letter with the sounds.

Teach letter names (example given for *a* & *t*)

1. Point to the letter *a* and tell the children that it is an *a* (say its name) and stands for the sound /*a*/ (say its pure sound).
2. Point to another letter that they already know the sound of (e.g. *t*) telling the children its name. Ask them what sound it stands for.
3. Continue with all known letter sounds.



Practise letter names and capital letters

Sing the alphabet song while pointing to the lower case and upper case letters on an alphabet frieze. After a few weeks progress to pointing at the upper or lower case letters on the frieze and ask children to name the letter and the sound that it makes for GPCs that have been introduced.

Blending for reading - Introduce digraphs

1. Explain that sometimes two letters can make one sound and this is called a digraph.
2. Write '**back**' on the whiteboard.
3. Sound-talk the word '**back**' and repeat putting sound buttons under '**b**' '**a**' and a line under '**ck**' and blending them to read the word.
4. Explain that the digraph **ck** makes the same sound as '**c**' and '**k**' but is spelt with two letters.
5. Follow the teaching letter recognition and recall for a new letter-sound on page 5 for the digraph **ck**.

Introduce two-syllable words for reading

1. Write a two-syllable word on the whiteboard making a slash between the two syllables (e.g. **sun/set**).
2. Sound-talk the first syllable and blend it: **s-u-n sun**.
3. Sound-talk the second syllable and blend it: **s-e-t set**.
4. Say both syllables: **sunset**.
5. Repeat and ask the children to join in.

Introduce two-syllable words for spelling

1. Say the word '**farmyard**' then clap each syllable.
2. Repeat and ask the children to join in.
3. Tell the children that the first clap is '**farm**' and the second clap is '**yard**'.
4. Ask the children for the sounds in '**farm**' and write them underlining the digraph, then the sounds for '**yard**'.
5. Read the completed word. Repeat with other words.

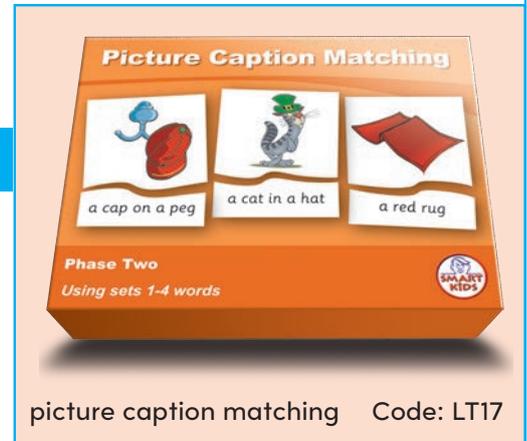
Introduce reading captions

1. Write the caption '**a pin in a tin**' on the whiteboard.
2. Ask the children to sound-talk the first word, raising a finger for each phoneme then say the word
3. (e.g. p-i-n - pin)
4. Repeat 3 for the remaining words.
5. Ask the children to say the whole caption.

Introduce writing captions

1. Display and discuss a picture (e.g. a cat in a hat).
2. Ask the children to help you write a caption for the picture.
3. Ask them to say the caption all together two or three times.
4. Ask the children to tell you the first word and to sound-talk
5. the word, raising a finger for each phoneme.
6. Ask what letters are needed and write it.
7. Remind the children that a space is needed between words. Put a mark where the next word will start.
8. Ask the children to say the caption again.
9. Ask for the next word and ask what letters are needed. Repeat for each word.
10. Re-read the caption together.

Apply: The teacher dictates while children write a caption taken from the daily planning.



Introduce capital letters and full stops (reading and writing sentences)

1. Using a whiteboard write the sentence - **Sam is at a tap.**
2. Explain to the children that capital letters are used at the beginning of a sentence and for names.
3. Write the sentence - **A man is at a tap.**
4. Explain that some capitals are a similar shape to their lower-case letters (like **S**), and some have different shapes (like **A**), but each capital always has the same sound as its lower-case letter.
5. Show the children the full stops. Explain that full stops are used at the end of sentences.
6. Refer to the lower case and upper case letters (**Ss** and **Aa**) on an alphabet frieze.

Apply: The teacher dictates while children write a sentence taken from the daily planning.

Introduce words that end 's

1. Write the caption **the dog bed** on the whiteboard.
2. Explain to the children that adding an 's at the end of a word means that something belongs to that word.
3. Write the caption **the dog's bed** on the whiteboard.
4. Explain to the children that adding an 's makes the mat belong to the dog.



Letters and Sounds

Code: LT122 Fiction (set of 8 books)
Code: LT132 Non-fiction (set of 8)

Phase 2

/s/a/t/p/	Pat
/i/	Pip, Pat
/n/	<i>Revisit</i>
/m/	Tim, Nat
/d/	Dad in a Pit
/g/	<i>Revisit</i>
/o/	<i>Revisit</i>
/c/	Min
/k/	The Dog
/ck/	<i>Revisit</i>
/e/	Pip in the Pot
/u/	<i>Revisit</i>
/r/	<i>Revisit</i>
/h/	Rat in a Sack
/b/	Can a Bug Dig?
/f/ ff	Fun Run
/l/ ll	Bill and Val
ss	A Mess
Revise:	Run in the Fog
	Big Bad Bug
	Bag of Gum
	Rick Rabbit



Pocket Rockets

Code: LT70 (set of 180 booklets)
Code: LT23 (set of 18 A5 books)

Phase 2

/s/a/t/p/	Pat
/i/	Pit Pat
/n/	In
/m/	Min
/d/	Sad Dad
/g/	Dig
/o/	Tom Tin Pot
/c/	Can Dad Nap
/k/	Dad Can Kip
/ck/	Tick Tock
/e/	The Pet Gig
/u/	Gum
/r/	The Rat Pack
/h/	The Hot Dog Hut
/b/	Bad Bot
/f/ ff	The Fun Run
/l/ ll	A Lot of Buns
ss	Miss Fusspot



Letters and Sounds

Code: LT123 Fiction (set of 8 books)
Code: LT133 Non-fiction (set of 8)

Phase 3

/j/	Jess at the Vet
/v/	Jim the Vet
/w/	-
/x/	The Bug
/y/	Fix-It Fox
/z/	The Quiz
/zz/	-
/qu/	Ash and the Shellfish
/ch/	Fish and Chips
/sh/	Set Sail
/th/	A Wait in the Rain
/ng/	Moths
/ai/	At Night
/ee/	Cow's Boil Up
/igh/	-
/oa/	Look at my Things
/oi/	At the Zoo
/oo/	-
/oo/	-
/ow/	-
/ar/	-
/air/	On the Farm
/ear/	The Letter
/ur/	-
/or/	In the woods
/ure/	On the farm
schwa	In a wigwam
Revise	At the river
	In town



Pocket Rockets

Code: LT71 (set of 156 booklets)
Code: LT24 (set of 26 A5 books)

Phase 3

/j/	The Jet Pack
/v/	Min and the Vet
/w/	A Win at the Well
/x/	The Bib Mix Up
/y/	Tag Gets a Leg
/z/	Zack
/zz/	-
/qu/	Quill
/ch/	Chop!
/sh/	The Wish Shop
/th/	The Redbacks
/ng/	The Fang Gang
/ai/	Bad Dad Goes Fishing
/ee/	Vic the Vet's Week
/igh/	Miss Fusspot's Night
/oa/	Goat Soap
/oi/	Pat's 'oi' Day
/oo/	Duck Poo
/oo/	Duck and Cat Book
/ow/	A Hard Day for Bad Bot
/ar/	How to Book
/air/	The Zork
/ear/	Too Long Hair
/ur/	Fear
/or/	Turnips and Curds
/ure/	Get a Zork for Sure
schwa	No Never!

Letters and Sounds

Code: LT124 Fiction (set of 8 books)
Code: LT134 Non-fiction (set of 8)

Phase 4a

cvcc	Camp at the Pond
cvcc	Lost in the Woods
cvcc	The Lost Nest
cvcc	Golf Lesson
ccvc	Help
ccvvc	Green Tree Frog
ccvvc	Sport
ccvvc	The Culprit
ccvvc	Dogs
ccvvc	What is that Smell?
ccvvc	Frogs
ccvvc	Winter
ccvvc	Lunch
ccvvc	Slugs and Snails
cccvc	Splendid Spring Night
cccvc	The Thrush Nest

Pocket Rockets

Code: LT174 (set of 180 booklets)
Code: LT25 (set of 18 A5 books)

Phase 4a

cvcc	Biggest Bag of Junk
cvcc	The Best Zork
cvcc	Thunk Rock
cvcc	Boss of the Tent
ccvc	A Big Thrill
ccvc	Drat
ccvc	Grr! Rat Pack!
ccvc	Stan and Spud
ccvc	The Problem
ccvcc	Fearless Frank
ccvcc	Clint and Clem
ccvcc	Stom Swish Grunt
ccvcc	The Little Scamp
ccvcc	Trent the Trickster
cccvc	Scratch and Scram!
cccvc	Bust that Stress
cccvc	Splish Splosh Splash
cccvc	What Do Bots Do?

Letters and Sounds

Code: LT124b Fiction (set of 8 books) Code: LT134b Non-fiction (set of 8)

Phase 4b

-est	The Coolest Bear	/ch/ tch	Chickenpox
-est	T-Rex	/ch/ tch	Chicken Eggs
-ing	Having Fun with Card	/ee/ y ey	Funfair at Night
-ing	Transporting	/ee/ y ey	Family Fun Park
(schwa)	Never Ever	/v/ ve	Marve
(schwa)	Ears	/v/ ve	Stunts
-ed	Goblin in the Loft	/l/ le	Huggles
-ed	Milk	/l/ le	Otters

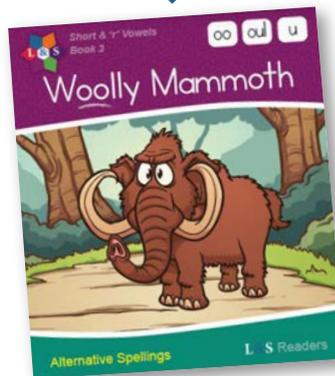
Fully decodable matched readers

It is important that children practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This means they are composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions are a small number of common tricky words that the child has learned as part of the programme up to that point. Practising with decodable readers helps children experience success as they learn to rely on phonic strategies.

Phase 5 books display the focus GPC and alternative spellings.

Word lists using the focus graphemes + tricky words on the inside cover

Phase 2-5c books display the focus GPCs on the cover.



Word lists using the focus graphemes + tricky words on the inside cover

Decodable words using focus phonemes:

yap	quick	zip
buzz	quack	yes

Compound Word:

go	I	to	into	his
f	said	her	he	my

- Comprehension Questions:**
- Where did Elwood see the woolly mammoth?
 - What did they use to try and catch the woolly mammoth?
 - What happened to Elwood when they tried to catch the woolly mammoth?

Game 2 players. You will need: 6 counters per player & 1 Die.
The first player rolls the die and marks the word on the matching space. If they are correct, they place a counter over their space. The second player then takes their turn. The first player to cover all their spaces wins.

Player 1		Player 2	
ow	ou	ow	ou
owl	cloud	prowl	loud
frown	fountain	growl	round
clown	mouth	down	found

Practice Reading Sessions

Ideally, sessions consist of one trained practitioner and six children using the same matched decodable book. Initial reading sessions with any book will focus on decoding skills:

- Before reading the book, use mnemonic cards with the children to run through the focus sounds in the book.
- Read through the lists of words on the inside cover that use the new focus sound(s) and tricky words. Use flash cards for reinforcement.
- Ask each child in turn to read a page from the book. The first time you read each new book, the focus should be **decoding**. Pupils apply their phonic knowledge and develop their fluency.
- If you have time for an extra session with the same group the focus should be on **prosody/fluency**, increasing the pace of reading, looking for meaning, stress and intonation. Pupils should be confident in automatically applying the decoding skills, and reading with greater accuracy and fluency.
- Finally, use the **comprehension** questions (found on the inside back cover of most books). These focus on prediction, deduction and inference skills. Go back to certain pages and ask how the characters were feeling. With all comprehension questions, encourage the students to give evidence. e.g. Instead of "Ben was happy," say, "I know they were happy because..."

Blending for reading CVCC, CCVC & CCCVC words

Teach blending for reading CVCC words

1. Write or display a CVC word on the whiteboard using magnetic letters which can be extended by one consonant to become a CVCC word (e.g. tent).
2. Cover the final consonant and 'sound-talk' and blend the first three graphemes (e.g. t-e-n ten).
3. Ask the children to do the same.
4. Sound-talk the word again, t-e-n and as you say the n, reveal the final consonant and say -t tent.
5. Repeat 4 with the children joining in.
6. Repeat with other words such as bend, mend, hump, bent, damp.

Teach blending for reading CCVC words

1. Write or display a CCVC word on the whiteboard using magnetic letters which can be become a CVC word when the first letter is covered (e.g. spot).
2. Cover the first letter and read the CVC word remaining (e.g. pot).
3. Reveal the whole word and point to the first letter and all say it together (e.g. ssssss) holding the sound as you point to the next consonant and slide them together and continue to sound-talk and blend the rest of the word.
4. Repeat with other words beginning with s (e.g. spin, speck, stop).
5. Move on to words where the initial letter sound cannot be sustained (e.g. trip, track, twin).

Teach blending for reading CCCVC words

1. Write a CCCVC word on the whiteboard or use giant magnetic letters (e.g. split).
2. Point to the first letter and all say it together (e.g. ssssss). Point to the next consonant and slide them together and continue to sound-talk and blend the rest of the word.
3. Repeat with other words beginning with CCC (e.g. scrap, sprint, scrunch).

Introduce word endings at Phase 4b

Word endings are taught the same way as two-syllable words. Children do not need to be taught about suffixes at this stage. However, in the case of **-ed** it is a good idea to teach that **-ed** makes the past tense of a word. Without this awareness, children may, for example, spell hopped as hopt, played as plaid, grabbed as grabd and started as startid.

Teach alternative pronunciations of grapheme -ed

1. Write the graphemes '**d**' '**t**' '**id**' on the whiteboard as you make the sound for each.
2. Write the word **aimed** on the whiteboard and ask the children to sound-talk and read it.
3. Put a line under the ed and ask the children if it makes a '**d**' '**t**' or '**id**' sound.
4. Write the word **landed** on the whiteboard and ask the children to sound-talk and read it.
5. Put a line under the ed and ask the children if it makes a '**d**' '**t**' or '**id**' sound.
6. Write the word **jumped** on the whiteboard and ask the children to sound-talk and read it.
7. Put a line under the ed and ask the children if it makes a '**d**' '**t**' or '**id**' sound.
8. Explain to the children that the **-ed** makes the past tense word (that the events described took place in the past).
9. Say the sentence **Today I jump on the bed**. Ask the children to finish the same sentence starting with **Yesterday** instead of **Today**.

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, children get to know them ‘at a glance’. Once this happens, they should be encouraged to read them automatically when they encounter them in text, rather than continuing to blend them aloud (because they feel that this is what is required). They should continue, however, to use overt and ultimately silent blending for those words which are unfamiliar.

Alternative spellings and pronunciations

Phase 5 introduces **one** new alternative **spelling** for a known phoneme each day.

(e.g. the new grapheme **ow** makes the same sound as the previously learnt phoneme /ou/.)

Introduce an alternative spelling/grapheme for a previously learnt phoneme

Revisit

1. Say the sound of the phoneme being taught e.g. /ch/.
2. Show the grapheme /ch/ mnemonic card that the children already know.
3. Ask the children to copy you as you repeat the phoneme. e.g. *ch... ch... ch... ch...*

Teach

1. Explain that we are learning today that the phoneme /ch/ can also be spelt tch.
2. Write **tch** on whiteboard.
3. Ask the children to copy you as you read the new grapheme **tch** (repeat 4 times).

Practise

1. Model sound-talk and blending to read a word that uses the new grapheme.
2. e.g. *p-a-tch, p-a-tch, patch.*
3. Ask the children to copy you as you sound talk then blend the word.
4. e.g. *p-a-tch, p-a-tch, patch.*
5. Repeat using the words *pitch, hatch*
6. Pupils practise sound talking then blending words that use the new grapheme. e.g. *itch, switch, twitch, scratch.*
7. Mix up the words and ask the children to read them - the aim is to work towards pupils reading them 'at a glance'.

Apply

Pupils read and write sentences which include words with the new grapheme

e.g. *I need to scratch my itch.*

Lesson 1 /s/ snake

- Introduce** Letter-sound recognition
- Teach** Letter recognition and recall for the letter-sound /s/
- Practise** Children write the letter **s** on whiteboards or paper



Lesson 2 /a/ apple

- Revisit** Letter recognition and recall for /s/
- Teach** Letter recognition and recall for the letter-sound /a/
- Practise** Children write the letter **a** on whiteboards or paper



Lesson 3 /t/ tiger

- Revisit** Letter recognition and recall for /s/, /a/
- Teach** Letter recognition and recall for the letter-sound /a/
- Practise** Children write the letter **a** on whiteboards or paper



Lesson 4 /p/ pig

- Revisit** Letter recognition and recall for /s/, /a/, /t/
- Teach** Letter recognition and recall for the letter-sound /p/
- Practise** Children write the letter **p** on whiteboards or paper



Lesson 5 Blending for reading

- Revisit** Letter recognition and recall for /s/, /a/, /t/, /p/
- Introduce** Blending for reading
- Practise** Blending for reading - at, tap, pat, sat

Lesson 6 /i/ ink

Tricky word - is

Revisit Letter recognition and recall for /s/, /a/, /t/, /p/

Introduce Tricky words

Teach Letter recognition and recall for the letter-sound /i/

Practise Blending for reading - **it, sit, pit, pip, sip**

tricky word - **i-s**



Lesson 7 /n/ nest

Revisit Letter recognition and recall for /s/, /a/, /t/, /p/, /i/

Teach Letter recognition and recall for the letter-sound /n/

Practise Blending for reading - **an, in, nip, pan, pin, tin, tan, nap**

Apply Read the caption 'a pin in a tin'



Lesson 8 /m/ monkey

Revisit Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/

Teach Letter recognition and recall for the letter-sound /m/

Practise Blending for reading - **man, mam, mat, am, map, Pam, Tim, Sam**

Apply Read the caption 'a man on a mat'



Lesson 9 /d/ dog

Revisit Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/

Teach Letter recognition and recall for the letter-sound /d/

Practise Blending for reading - **dad, sad, dim, dip, din, did, Sid, and**

Apply Read the caption 'dad is sad'



Lesson 10 Letter names and capitals

Revisit Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/

Introduce Letter names and capitals

Practise Letter names and capitals

Lesson 11 /g/ goat

Tricky word - the

- Revisit** Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/
- Teach** Letter recognition and recall for the letter-sound /g/
- Practise** Blending for reading - tag, gag, gig, gap, nag, sag, gas, pig, dig tricky word - the
- Apply** Read the caption 'pig in the pit'



Lesson 12 /o/ orange

- Revisit** Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/
- Teach** Letter recognition and recall for the letter-sound /o/
- Practise** Blending for reading - got, on, not, pot, top, dog, pop, Mog
- Apply** Read the caption 'Mog got the mop'



Lesson 13 c cat

Tricky words - no, go

- Revisit** Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/
- Teach** Letter recognition and recall for the letter-sound c
- Practise** Blending for reading - can, cot, cop, cap, cat, cod tricky words - n-o, g-o
- Apply** Read the caption 'a cat in a cot'



Lesson 14 /k/ key

Tricky word - I

- Revisit** Letter recognition and recall for /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c
- Teach** Letter recognition and recall for the letter-sound /k/
- Practise** Blending for reading - kid, kit, Kim, Ken tricky word - I
- Apply** Read the caption 'I am a kid'



Lesson 15 Segmenting for spelling

- Revisit** Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/
- Introduce** Segmenting for spelling
- Practise** Blending for reading and segmenting for spelling

Lesson 16 ck clock Tricky word - to

- Revisit** Letter recognition and recall for /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/
- Introduce** Digraph sound ck
- Practise** Blending for reading - k-i-ck, s-o-ck, s-a-ck, d-o-ck, p-i-ck, s-i-ck, p-a-ck **tricky word - to**
- Apply** Read the caption 'I go to the duck'



Lesson 17 /e/ egg

- Revisit** Letter recognition and recall for /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck
- Teach** Letter recognition and recall for the letter-sound /e/
- Practise** Blending for reading - get, pet, ten, net, pen, peg, met, men, n-e-ck
- Apply** Read the caption 'ten men get a pet'



Lesson 18 /u/ umbrella

- Revisit** Letter recognition and recall for /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/
- Teach** Letter recognition and recall for the letter-sound /u/
- Practise** Blending for reading - up, mum, run, mug, cup, sun, t-u-ck, mud
- Apply** Read the caption 'a mug in the mud'



Lesson 19 /r/ rabbit Tricky word - into

- Revisit** Letter recognition and recall for /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/
- Teach** Letter recognition and recall for the letter-sound /u/
- Practise** Blending for reading - rim, rip, ram, rat, rag, rug, rot **tricky word - i-n-t-o**
- Apply** Read the caption 'a rat on a rug'



Lesson 20 Revisit Revise

- Revisit** Letter recognition and recall for:
/s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/
- Teach** Segmenting for spelling
- Practise** Blending for reading and segmenting for spelling

Lesson 21 /h/ horse

Tricky word - his, has

- Revisit** Letter recognition and recall for /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/
Teach Letter recognition and recall for the letter-sound /h/
Practise Blending for reading - had, him, hot, hut, hop, hum, hit, hat **tricky words - h-i-s, h-a-s**
Apply Read the caption 'his hat has a rim'



Lesson 22 /b/ ball

Tricky word - as

- Revisit** Letter recognition and recall for /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/
Teach Letter recognition and recall for the letter-sound /b/
Practise Blending for reading - but, big, back, bad, bag, bed, bug, bun, bus **tricky word - a-s**
Apply Read the caption 'his hat has a rim'



Lesson 23 /f/, ff fish, puff

- Revisit** Letter recognition and recall for /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/
Teach Letter recognition and recall for the letter-sound /f/, and digraph ff
Practise Blending for reading - if, fit, fun, fog, fan, fat **p-u-ff, h-u-ff, c-u-ff, o-ff**
Apply Read the caption 'huff and puff in the fog'



Lesson 24 /l/, ll lion, bell

Tricky word - put

- Revisit** Letter recognition and recall for c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff
Teach Letter recognition and recall for the letter-sounds /l/, and digraph ll
Practise Blending for reading - lap, let, leg, lot, lit, b-e-ll, f-i-ll, d-o-ll, t-e-ll, s-e-ll **tricky word - p-u-t**
Apply Read the caption 'Len put the doll on his lap'



Lesson 25 /ss/ kiss

Tricky word - of

- Revisit** Letter recognition and recall for ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /s/
Teach Letter recognition and recall for the digraph /ss/
Practise Blending for reading - l-e-ss, h-i-ss, m-a-ss, m-e-ss, b-o-ss, f-u-ss, k-i-ss **tricky word - o-f**
Apply Read the caption 'the hut is a mess'



Lesson 26 Revisit Revise

- Revisit** Tricky words: *is, the, no, go, I, to, into, his, has, as, put, of*, Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Practise** Blending for reading and segmenting for spelling
- Apply** Read the caption 'a cat and a big fat rat'
- Assess** Phase 2 one-to-one summative assessment (fifth of the class)

Lesson 27 Two-syllable words for reading

- Revisit** Tricky words: *is, the, no, go, I, to, into, his, has, as, put, of*, Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Introduce** Two-syllable words for reading
- Practise** Blending for reading and segmenting for spelling
- Assess** Phase 2 one-to-one summative assessment (fifth of the class)

Lesson 28 Writing captions

- Revisit** Tricky words: *is, the, no, go, I, to, into, his, has, as, put, of*, Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Introduce** Writing captions
- Practise** Blending for reading and segmenting for spelling
- Assess** Phase 2 one-to-one summative assessment (fifth of the class)

Lesson 29 Revisit Revise

- Revisit** Tricky words: *is, the, no, go, I, to, into, his, has, as, put, of*, Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write the caption 'pots and pans'
- Assess** Phase 2 one-to-one summative assessment (fifth of the class)

Lesson 30 Revisit Revise

- Revisit** Tricky words: *is, the, no, go, I, to, into, his, has, as, put, of*, Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write the caption 'a kid in a cap'
- Assess** Phase 2 one-to-one summative assessment (fifth of the class)

Lesson 1 /j/ jam Tricky word - said

Revisit	Letter recognition and recall for ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, ss
Teach	Letter recognition and recall for the letter-sound /j/
Practise	Blending for reading - Jim, Jill, jet, jog, jam, jet-lag, j-a-ck-e-t tricky word - s-a-i-d
Apply	Read/write the caption ' jam in the pan '



Lesson 2 /v/ van Tricky word - her

Revisit	Letter recognition and recall for ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, ss, /j/
Teach	Letter recognition and recall for the letter-sound /v/
Practise	Blending for reading - van, vat, vet, Vic, visit, velvet tricky word - h-er
Apply	Read/write the caption ' the vet has got a job '



Lesson 3 /w/ web

Revisit	Letter recognition and recall for /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, ss, /j/, /v/
Teach	Letter recognition and recall for the letter-sound /w/
Practise	Blending for reading - will, win, wag, web, wig, wax, cobweb, w-i-ck-e-d
Apply	Read/write the caption ' a pig in a wig '



Lesson 4 x (k-s) box

Revisit	Letter recognition and recall for /r/, /h/, /b/, /f/, ff, /l/, ll, ss, /j/, /v/, /w/
Teach	Letter recognition and recall for x (makes two sounds /k/ + /s/)
Practise	Blending for reading - mix, fix, box, tax, six, taxi, vixen, exit
Apply	Read/write the caption ' a fox in a box '



Lesson 5 Writing sentences

Revisit	Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x
Introduce	Writing sentences (capital letter at the start and full stop at the end).
Apply	Read/write the sentence ' Sam sits on a rug. '

Lesson 6 /y/ yoyo Tricky word - he

Revisit	Letter recognition and recall for /r/, /h/, /b/, /f/, ff, /l/, ll, ss, /j/, /v/, /w/, x
Teach	Letter recognition and recall for the letter-sound /y/
Practise	Blending for reading - yap, yes, yet, y-e-ll, yum-yum tricky word - he
Apply	Read/write the sentence 'The dog will yap if I yell.'



Lesson 7 /z/ zebra Tricky word - my

Revisit	Letter recognition and recall for /h/, /b/, /f/, ff, /l/, ll, ss, /j/, /v/, /w/, x, /y/
Teach	Letter recognition and recall for the letter-sound /z/
Practise	Blending for reading - zip, Zak, zigzag tricky word - my
Apply	Read/write the sentence 'My zip did not zip up.'



Lesson 8 zz buzz Tricky word - for

Revisit	Letter recognition and recall for /b/, /f/, ff, /l/, ll, ss, /j/, /v/, /w/, x, /y/, /z/
Teach	Letter recognition and recall for the digraph-sound zz
Practise	Blending for reading - b-u-zz, j-a-zz tricky word - for
Apply	Read/write the sentence 'My zip did not zip up.'



Lesson 9 qu (k-w) queen

Revisit	Letter recognition and recall for /f/, ff, /l/, ll, ss, /j/, /v/, /w/, x, /y/, /z/, zz
Teach	Letter recognition and recall for qu (makes two sounds /k/ + /w/)
Practise	Blending for reading - qu-i-z, qu-i-ck, qu-i-t, qu-a-ck, li-qu-i-d
Apply	Read/write the sentence 'Ken quit the quiz.'



Lesson 10 Spelling tricky words

Revisit	Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu
Introduce	Spelling tricky words (to)
Apply	Read/write the sentence 'I had to quit the quiz.'

Lesson 11 /sh/ shell

Revisit	Letter recognition and recall for /l/, ll, ss, /j/, /v/, /w/, x, /y/, /z/, zz, qu
Teach	Letter recognition and recall for the digraph-sound /sh/
Practise	Blending for reading - sh-i-p, sh-o-p, sh-e-d, sh-e-ll, f-i-sh, sh-o-ck, c-a-sh, b-a-sh, b-u-sh
Apply	Read/write the sentence 'I am in a rush to the shop.'



Lesson 12 /ch/ cheese Tricky word - be

Revisit	Letter recognition and recall for ss, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/
Teach	Letter recognition and recall for the digraph-sound /ch/
Practise	Blending for reading - ch-o-p, ch-i-n, ch-u-g, ch-e-ck, s-u-ch, ch-i-p tricky word - be
Apply	Read/write the sentence 'I had to chop up the fish.'



Lesson 13 /th/ feather (voiced) thumb

Revisit	Letter recognition and recall for /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/
Teach	Letter recognition and recall for the digraph-sounds /th (voiced)/, /th/
Practise	Blending for reading - th-e-m, th-e-n, th-a-t, th-i-s, w-i-th, m-o-th, th-i-n, th-i-ck
Apply	Read/write the sentence 'A moth is in the shed.'



Lesson 14 /ng/ ring Tricky word - you

Revisit	Letter recognition and recall for /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/
Teach	Letter recognition and recall for the digraph-sound /ng/
Practise	Blending for reading - r-i-ng, r-a-ng, h-a-ng, s-o-ng, w-i-ng, l-o-ng tricky word - you
Apply	Read/write the sentence 'The king had a go on the swing.'



Lesson 15 Revisit Revise

Revisit	Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/
Practise	Blending for reading and segmenting for spelling
Apply	Read/write the sentence 'The fish shop sells thick chips.'

Week 4 Revisit Revise

- Revisit** Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/
- Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you**
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write sentences

Week 5 Revisit Revise

- Revisit** Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/
- Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you**
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write sentences

Week 6 Revisit Revise Assess

- Revisit** Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/
- Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you**
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write sentences
- Assess** Phase 3a one-to-one summative assessment (fifth of the class)

Lesson 1 /ai/

snail

Tricky word - she

- Revisit** Letter recognition and recall for /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/
Teach Letter recognition and recall for the vowel digraph sound /ai/
Practise Blending for reading - w-ai-t, h-ai-l, p-ai-n, ai-m, s-ai-l, m-ai-n, r-ai-n **tricky word - she**
Apply Read/write the sentence 'She had to wait in the rain.'



Lesson 2 /ee/

bee

- Revisit** Letter recognition and recall for x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/
Teach Letter recognition and recall for the vowel digraph sound /ee/
Practise Blending for reading - s-ee, f-ee-l, w-ee-p, f-ee-t, j-ee-p, s-ee-m, m-ee-t, w-ee-k, d-ee-p
Apply Read/write the sentence 'The jeep is deep in the mud.'



Lesson 3 /igh/

light

Tricky word - all

- Revisit** Letter recognition and recall for /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/
Teach Letter recognition and recall for the vowel digraph sound /igh/
Practise Blending for reading - h-igh, s-igh, ligh-t, m-igh-t, n-igh-t, r-igh-t, f-igh-t **tricky word - all**
Apply Read/write the sentence 'The light is on all night.'



Lesson 4 /oa/

goat

Tricky words - we, me

- Revisit** Letter recognition and recall for qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/
Teach Letter recognition and recall for the vowel digraph sound /oa/
Practise Blending for reading - c-oa-t, t-oa-d, g-oa-t, l-oa-f, r-oa-d, s-oa-p **tricky word - we, me**
Apply Read/write the sentence 'We can see a goat on the road.'



Lesson 5

Revisit

Revise

- Revisit** Letter recognition and recall for:
 /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/
Practise Blending for reading and segmenting for spelling
Apply Read/write the sentence 'The fish shop sells thick chips.'

Lesson 6 /oi/ coin

- Revisit** Letter recognition and recall for /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/
- Teach** Letter recognition and recall for the vowel digraph sound /oi/
- Practise** Blending for reading - oi-l, b-oi-l, c-oi-n, j-oi-n, s-oi-l, t-oi-l, p-oi-s-o-n, t-i-n-f-oi-l
- Apply** Read/write the sentence 'You can boil the oil.'



Lesson 7 /oo/ moon

- Revisit** Letter recognition and recall for /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/
- Teach** Letter recognition and recall for the vowel digraph sound /oo/
- Practise** Blending for reading - t-oo, z-oo, b-oo-t, h-oo-f, z-oo-m, c-oo-l, f-oo-d, r-oo-t, m-oo-n
- Apply** Read/write the sentence 'I can zoom to the moon.'



Lesson 8 /oo/ book

- Revisit** Letter recognition and recall for /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/
- Teach** Letter recognition and recall for the vowel digraph sound /oo/
- Practise** Blending for reading - l-oo-k, f-oo-t, c-oo-k, g-oo-d, b-oo-k, t-oo-k, w-oo-d, w-oo-l
- Apply** Read/write the sentence 'I hung my coat on the hook.'



Lesson 9 /ow/ cow

- Revisit** Letter recognition and recall for /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/
- Teach** Letter recognition and recall for the vowel digraph sound /ow/
- Practise** Blending for reading - n-ow, d-ow-n, ow-l, c-ow, h-ow, t-ow-n
- Apply** Read/write the sentence 'Did you see the owl in the town?'



Lesson 10 Revisit Revise

- Revisit** Letter recognition and recall for:
/j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write the sentence 'Do not cook the food in the oil.'

Lesson 11 /ar/ car

- Revisit** Letter recognition and recall for /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/
Teach Letter recognition and recall for the vowel digraph sound /ar/
Practise Blending for reading - b-ar, c-ar, b-ar-k, c-ar-d, c-ar-t, h-ar-d, j-ar, p-ar-k, m-ar-k-e-t
Apply Read/write the sentence 'The farm has a cart in the yard.'



Lesson 12 /air/ chair

- Revisit** Letter recognition and recall for /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/
Teach Letter recognition and recall for the vowel digraph sound /air/
Practise Blending for reading - air, f-air, h-air, l-air, p-air
Apply Read/write the sentence 'The kid had fair hair.'



Lesson 13 /ear/ ear

- Revisit** Letter recognition and recall for /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/
Teach Letter recognition and recall for the vowel digraph sound /ear/
Practise Blending for reading - ear, d-ear, f-ear, h-ear, g-ear, n-ear, t-ear, y-ear, r-ear, b-ear
Apply Read/write the sentence 'I hear with my ear.'



Lesson 14 Spelling two-syllable words

- Revisit** Letter recognition and recall for: /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/
Introduce Spelling two-syllable words
Practise Blending for reading and segmenting for spelling

Lesson 15 Revisit Revise

- Revisit** Letter recognition and recall for: /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/
Practise Blending for reading and segmenting for spelling
Apply Read/write the sentence 'I can hear an owl hoot at night.'

Lesson 16 /ur/ surf Tricky word - was

- Revisit** Letter recognition and recall for /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/
- Teach** Letter recognition and recall for the vowel digraph sound /ur/
- Practise** Blending for reading - **f-ur, b-ur-p, c-ur-l, h-ur-t, s-ur-f, t-ur-n-i-p** **tricky word - w-a-s**
- Apply** Read/write the sentence 'Look at the curl on the surf.'



Lesson 17 /or/ fork

- Revisit** Letter recognition and recall for /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/, /ur/
- Teach** Letter recognition and recall for the vowel digraph sound /or/
- Practise** Blending for reading - **f-or, f-or-k, c-or-d, c-or-k, s-or-t, b-or-n, w-or-n, f-or-t, t-or-n**
- Apply** Read/write the sentence 'A fork is in the cork.'



Lesson 18 /ure/ manure Tricky word - they

- Revisit** Letter recognition and recall for /oi/, /oo/, /ow/, /ar/, /air/, /ear/, /ur/, /or/
- Teach** Letter recognition and recall for the vowel digraph sound /ure/
- Practise** Blending for reading - **l-ure, p-ure, c-ure, s-e-c-ure, m-a-n-ure** **tricky word - th-e-y**
- Apply** Read/write the sentence 'They put manure in the cart.'



Lesson 19 /er/ schwa hammer

- Revisit** Letter recognition and recall for /oo/, /ow/, /ar/, /air/, /ear/, /ur/, /or/, /ure/
- Teach** Letter recognition and recall for the vowel digraph sound /er/ (schwa sound)
- Practise** Blending for reading - **h-a-mm-er, l-e-tt-er, l-a-dd-er, s-u-pp-er, d-i-nn-er**
- Apply** Read/write the sentence 'They farmer got a cow in summer.'



Lesson 20 Revisit Revise

- Revisit** Letter recognition and recall for: /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/, /ur/, /or/, /ure/
- Practise** Blending for reading and segmenting for spelling
- Apply** Read/write the sentence 'They had a pear for dinner.'

Week 5 Revisit Revise

- Revisit** Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/, /ur/, /or/, /ure/
- Practise** Blending for reading and segmenting for spelling
Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you, she, all, we, was, they**
- Apply** Read/write sentences

Week 6 Revisit Revise

- Revisit** Letter recognition and recall for: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c, /k/, ck, /e/, /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/, /j/, /v/, /w/, x, /y/, /z/, zz, qu, /sh/, /ch/, /th/, /ng/, /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /ow/, /ar/, /air/, /ear/, /ur/, /or/, /ure/
- Practise** Blending for reading and segmenting for spelling
Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you, she, all, we, was, they**
- Apply** Read/write sentences
- Assess** Phase 3b one-to-one summative assessment (fifth of the class)

Lesson 1 cvcc

Tricky word - there

- Revisit** Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c
- Introduce** Blending for reading cvcc words
- Practise** Blending for reading - **w-e-n-t, h-e-l-p, j-u-s-t, t-e-n-t, b-e-l-t, h-u-m-p, b-a-n-d, b-e-s-t** tricky word - **there**
- Apply** Read/write the sentence 'I lost my best hat.'

Lesson 2 cvcc

Tricky word - so

- Revisit** Letter recognition and recall for /k/, ck, /e/ /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Introduce** Segmenting for spelling cvcc words
- Practise** Blending for reading - **d-e-n-t, f-e-l-t, g-u-l-p, l-a-m-p, w-i-n-d, l-a-n-d, h-u-m-p, c-a-m-p, t-e-n-t** tricky word - **so**
- Apply** Read/write the sentence 'It is fun to camp in a tent.'

Lesson 3 cvcc + consonant digraphs

Tricky word - were

- Revisit** Letter recognition and recall for /j/, /v/, /w/, x, /y/, /z/ zz, qu, /sh/, /ch/, /th/, /ng/
- Introduce** Blending for reading cvcc words that include consonant digraphs
- Practise** Blending for reading - **ch-a-m-p, sh-i-f-t, ch-e-s-t, sh-e-l-f, t-e-n-th, th-e-f-t, th-u-m-p** tricky word - **were**
- Apply** Read/write the sentence 'She had a sandwich in her lunchbox.'

Lesson 4 cvcc + vowel digraphs

- Revisit** Letter recognition and recall for /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /oo/, /ow/
- Introduce** Blending for reading cvcc words that include vowel digraphs
- Practise** Blending for reading - **j-oi-n-t, b-oo-s-t, r-ao-s-t, t-oo-s-t, b-ea-s-t, p-ai-n-t, b-ur-n-t**
- Apply** Read/write the sentence 'She had a sandwich in her lunchbox.'

Lesson 5 cvcc polysyllabic words

- Revisit** Letter recognition and recall for /ar/, /air/, /ear/, /ur/, /or/, /ure/
- Introduce** Spelling tricky words - **he, she, we**
- Practise** Blending for reading cvcc polysyllabic words - **ch-i-l-d-r-e-n, sh-a-m-p-oo, h-e-l-p-d-e-s-k**
- Apply** Read/write the sentence 'She had a sandwich in her lunchbox.'

Lesson 6 ccvc

- Revisit** Letter recognition and recall for r /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c
- Teach** Blending for reading ccvc words
- Practise** Blending for reading - f-r-o-m, g-r-i-p, s-t-o-p, g-l-a-d, s-p-o-t, t-w-i-n, f-r-o-g, s-t-e-p, p-l-u-m, p-l-a-n
- Apply** Read/write the sentence 'I went with my twin to get the frogs.'

Lesson 7 ccvc

Tricky word - like

- Revisit** Letter recognition and recall for /k/, ck, /e/ /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
- Teach** Segmenting for spelling ccvc words
- Practise** Blending for reading - g-r-a-n, s-w-i-m, t-r-i-p, c-l-a-p, g-r-a-b, d-r-o-p, s-p-i-n, f-l-a-g tricky word - like
- Apply** Read/write the sentence 'I like to go on a trip with my gran.'

Lesson 8 ccvc + consonant digraphs

- Revisit** Letter recognition and recall for /j/, /v/, /w/, x, /y/, /z/ zz, qu, /sh/, /ch/, /th/, /ng/
- Teach** Blending for reading ccvc words that include consonant digraphs
- Practise** Blending for reading - g-l-a-ss, s-p-e-ck, t-r-a-ck, f-r-e-sh,
- Apply** Read/write the sentence 'I had a glass of fresh milk.'

Lesson 9 ccvc & ccv + vowel digraphs

- Revisit** Letter recognition and recall for /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /oo/, /ow/
- Teach** Blending for reading ccvc words that include vowel digraphs
- Practise** Blending for reading - g-r-ee-n, f-l-air, c-l-ear, s-p-ee-ch, t-r-ai-l, t-r-ai-n, s-m-ear, s-t-ee-p, c-r-ea-m
- Apply** Read/write the sentence 'I took a trip on a train.'

Lesson 10 ccvc polysyllabic words

- Revisit** Letter recognition and recall for /ar/, /air/, /ear/, /ur/, /or/, /ure/
- Teach** Spelling tricky words - was, you
- Practise** Blending for reading cvcc polysyllabic words - t-r-ee-t-o-p, s-t-ar-l-igh-t, f-l-oa-t-i-ng, f-r-e-sh-n-e-ss
- Apply** Read/write the sentence 'The sunlight lit up the treetops.'

Lesson 11 cvcc

Tricky word - have

Revisit	Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/. c
Teach	Blending for reading cvcc words
Practise	Blending for reading - s-t-a-n-d, c-r-u-s-t, c-r-i-s-p, t-r-a-m-p, t-r-e-n-d tricky word - <i>have</i>
Apply	Read/write the sentence 'Brent spent a week in Spain.'

Lesson 12 cvcc

Tricky word - what

Revisit	Letter recognition and recall for /k/, ck, /e/ /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
Teach	Segmenting for spelling cvcc words - s-t-a-n-d, c-r-u-s-t
Practise	Blending for reading - g-r-u-n-t, t-r-u-s-t, c-r-e-p-t, s-p-e-n-d, d-r-i-f-t tricky word - <i>what</i>
Apply	Read/write the sentence 'I can hear twigs snapping in the wind.'

Lesson 13 cvcc

Revisit	Letter recognition and recall for /j/, /v/, /w/, x, /y/, /z/ zz, qu, /sh/, /ch/, /th/, /ng/
Teach	Blending for reading cvcc words
Practise	Blending for reading - g-l-i-n-t, s-l-e-p-t, t-w-i-s-t, s-k-u-n-k, b-r-a-n-d, f-r-o-s-t,
Apply	Read/write the sentence 'I drank a glass of green goop.'

Lesson 14 cvcc + consonant digraphs

Revisit	Letter recognition and recall for /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /oo/, /ow/
Teach	Blending for reading cvcc words
Practise	Blending for reading - c-r-u-n-ch, d-r-e-n-ch, t-r-e-n-ch, G-r-i-n-ch, th-r-u-s-t
Apply	Read/write the sentence 'The thrush nest had three eggs in it.'

Lesson 15 cvcc polysyllabic words

Revisit	Letter recognition and recall for /ar/, /air/, /ear/, /ur/, /or/, /ure/
Teach	Spelling tricky words - they, all, are
Practise	Blending for reading cvcc polysyllabic words - d-r-i-f-t-w-oo-d, t-w-i-s-t-i-ng, p-r-i-n-t-er
Apply	Read/write the sentence 'The driftwood floated in the pond.'

Lesson 16 cccvc

Tricky word - some, come

Revisit	Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c	
Teach	Blending for reading ccvcc words	
Practise	Blending for reading - s-t-r-a-p, s-c-r-a-p	tricky word - <i>some, come</i>
Apply	Read/write the sentence 'A frog jumped out of the scrub.'	

Lesson 17 cccvc + digraphs

Tricky word - do

Revisit	Letter recognition and recall for /k/, ck, /e/ /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/	
Teach	Blending for reading ccvcc words	
Practise	Blending for reading - s-p-r-i-ng, s-t-r-i-ng, s-t-r-ee-t	tricky word - <i>do</i>
Apply	Read/write the sentence 'Come and see my scrap of string.'	

Lesson 18 cccvc

Revisit	Letter recognition and recall for /ar/, /air/, /ear/, /ur/, /or/, /ure/
Teach	Spelling tricky words - <i>my, her</i>
Practise	Segmenting for spelling cccvc words- s-t-r-a-p, s-c-r-a-p
Apply	Read/write the sentence 'The car screeched to a stop on the street.'

Lesson 19 cccvc - cccvcc

Revisit	Letter recognition and recall for /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /oo/, /ow/
Teach	Blending for reading ccvcc words
Practise	Blending for reading - s-t-r-a-p, s-c-r-a-p, s-p-r-i-ng, s-t-r-i-ng, s-t-r-ee-t
Apply	Read/write the sentence 'I had to sprint to the spring fair.'

Lesson 20 cccvcc

Revisit	Letter recognition and recall for /j/, /v/, /w/, x, /y/, /z/ zz, qu, /sh/, /ch/, /th/, /ng/
Teach	Blending for reading cccvcc words
Practise	Blending for reading - s-c-r-u-n-ch
Apply	Read/write the sentence 'A light started flashing on my printer.'

Week 5 Revisit Revise

Revisit Letter recognition and recall for **Phase 2 & Phase 3**

Practise Blending for reading ccvc-cccvcc words

Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you, she, all, we, was, they, there, so, were, like, have, what, come, some, do**

Apply Read/write the sentences

Week 6 Revisit Revise

Revisit Letter recognition and recall for **Phase 2 & Phase 3**

Practise Blending for reading ccvc-cccvcc words

Tricky words: **is, the, no, go, I, to, into, his, has, as, put, of, said, her, he, my, for, be, you, she, all, we, was, they, there, so, were, like, have, what, come, some, do**

Apply Read/write the sentences

Assess Phase 3b one-to-one summative assessment (fifth of the class)

Lesson 1 cvcc - vowel digraphs

Tricky words - there, were

Revisit	Letter recognition and recall for /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, c
Teach	Blending for reading ccvc words
Practise	Blending for reading - j-i-n-t, b-o-o-s-t, r-o-a-s-t, t-o-a-s-t, b-e-a-s-t, b-u-r-n-t tricky word - there, were
Apply	Read/write the sentence 'A frog jumped out of the scrub.'

Lesson 2 ccvcc - vowel digraphs

Tricky word - like

Revisit	Letter recognition and recall for /k/, ck, /e/ /u/, /r/, /h/, /b/, /f/, ff, /l/, ll, /ss/
Teach	Blending for reading ccvcc words
Practise	Blending for reading - g-r-ee-n, f-l-air, c-l-ear, s-p-ee-ch, t-r-ai-l, t-r-ai-n, c-l-o-w-n tricky word - like
Apply	Read/write the sentence 'Come and see my scrap of string.'

Lesson 3 Words with -ing

Tricky word - have

Revisit	Letter recognition and recall for /j/, /v/, /w/, x, /y/, /z/ zz, qu, /sh/, /ch/, /th/, /ng/
Teach	Blending for reading cccvcc words
Practise	Blending for reading - b-l-o-ck-ing, h-u-n-t-ing, p-o-i-n-t-ing, s-t-a-r-t-ing tricky word - have
Apply	Read/write the sentence 'A light started flashing on my printer.'

Lesson 4 Words with -est

Tricky word - come

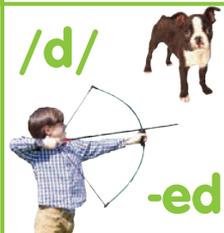
Revisit	Letter recognition and recall for /ai/, /ee/, /igh/, /oa/, /oi/, /oo/, /oo/, /ow/
Teach	Blending for reading ccvcc words
Practise	Blending for reading - b-r-igh-t-e-s-t, f-r-e-sh-e-s-t, s-m-a-r-t-e-s-t tricky word - come
Apply	Read/write the sentence 'I am helping my dad finish the longest sandwich.'

Lesson 5 Review /er/ schwa sound

Revisit	Letter recognition and recall for /ar/, /air/, /ear/, /ur/, /or/, /ure/
Teach	Blending for reading words with the /er/ schwa sound
Practise	Blending for reading - f-a-r-m-er, h-a-mm-er, l-e-ff-er, r-o-ck-er, l-a-dd-er
Apply	Read/write the sentence 'I dropped my hammer when I was on the ladder.'

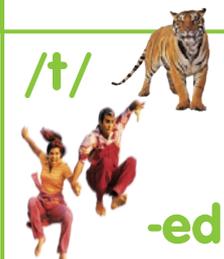
Lesson 6 /d/ ed aimed

- Revisit** Say the sound and point to the picture for /d/
- Teach** That the word ending **ed** can sound like /d/
- Practise** Blending/segmenting: **b-a-ng-ed, b-oi-l-ed***, ai-m-ed, f-ai-l-ed, t-a-nn-ed
- Apply** Read/Write: 'I **aimed** for the target but **failed** to hit it.'



Lesson 7 /t/ ed jumped

- Revisit** Say the sound and point to the picture for /t/
- Teach** That the word ending **ed** can sound like /t/
- Practise** Blending/segmenting: **s-n-i-ff-ed, c-oo-k-ed***, j-u-m-p-ed
- Apply** Read/Write: 'I **jumped** up and **helped** my dad.'



Lesson 8 /i/+d/ ed landed

- Revisit** Say and write the sounds for /i/ and /d/
- Teach** That the word ending **ed** can sound like /i/ /d/
- Practise** Blending/segmenting: **w-ai-t-e-d, ch-a-tt-e-d***, l-a-n-d-e-d, n-ee-d-e-d
- Apply** Read/Write: 'I **needed** a fork to get **started** on my dinner.'



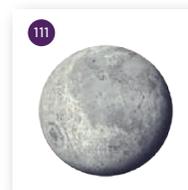
Lesson 9 /ch/ tch watch

- Revisit** Say the sound and point to the picture for /ch/ Read: chop, such
- Teach** /ch/ can also be written tch
- Practise** Blending/segmenting: **c-a-tch, d-i-tch, f-e-tch, m-a-tch**
- Apply** Read/Write: 'I **fetch**ed the ball from the **ditch**.'



Lesson 10 Review alternative pronunciations for the grapheme oo

- Revisit** Say the sound and point to the picture for /oo/ and /oo/
- Teach** That the spelling /oo/ can make a long or a short sound
- Practise** Sort the words: l-oo-k, f-oo-t, c-oo-k, w-oo-l, t-oo, z-oo, b-oo-t, h-oo-f
- Apply** Read/Write: "My **foot** is in my **boot**."



* Phase 6 flash cards

Lesson 11 /ee/ -y baby Tricky word - one

- Revisit** Say the sound and point to the picture for /ee/, blend **t-r-ee, g-r-ee-n, s-l-ee-p**
- Teach** /ee/ can also be written **y**
- Practise** Blending/segmenting: **v-e-r-y, h-a-pp-y, f-u-nn-y, c-a-rr-y, h-air-y** **tricky word - one**
- Apply** Read/Write: 'The **baby** is **very** **happy**.'



Lesson 12 /ee/ -ey key Tricky word - are

- Revisit** Say the sound and point to the picture for /ee/, blend **t-r-ee, g-r-ee-n, s-l-ee-p**
- Teach** /ee/ can also be written **ey**
- Practise** Blending/segmenting: **t-r-o-ll-ey, k-ey, v-a-ll-ey, d-o-n-k-ey, j-o-ck-ey** **tricky word - are**
- Apply** Read/Write: 'The **honey** came from the **bees** in the **valley**.'



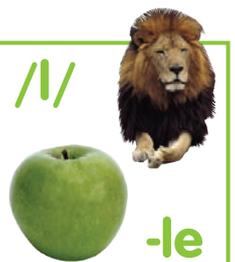
Lesson 13 /v/ -ve give

- Revisit** Say the sound and point to the picture for /v/, blend **v-a-n, v-e-l-v-e-t**
- Teach** /v/ can also be written **ve**
- Practise** Blending/segmenting: **h-a-ve, l-i-ve, f-or-g-i-ve, m-a-ss-i-ve**
- Apply** Read/Write: 'I **have** a **massive** **gift** to **give** you.'



Lesson 14 /l/ -le apple

- Revisit** Say the sound and point to the picture for /l/ - **l-a-p, l-e-t**
- Teach** /l/ can also be written **le**
- Practise** Blending/segmenting: **l-i-tt-le, b-u-bb-le, s-i-n-g-le, p-u-zz-le**
- Apply** Read/Write: 'I **picked** the **little** **apple** off the tree.'



Lesson 15 Review all new spellings and tricky words

- Revisit** Alternative spellings /d/ **ed**, /t/ **ed**, /id/ **ed**, /ch/ **tch**, /ee/ **-y**, /ee/ **-ey**, /v/ **-ve**, /l/ **-le**
- Teach** That the spelling /oo/ can make a long or a short sound
- Practise** Blending/segmenting: **f-ai-l-ed, t-a-nn-ed, j-u-m-p-ed, l-a-n-d-e-d, n-ee-d-e-d**
- Apply** Read/write the sentence 'I **watch** the **baby** **donkey** eat an **apple**.'

Week 4 Revisit Revise Tricky words - out, about, love, today, says

- Revisit** Letter recognition and recall for **Phase 2, Phase 3**
- Practise** Blending for reading ccvc-cccvc words & words with alternative spellings /d/ ed, /t/ ed, /id/ ed, /ch/ tch, /ee/ -y, /ee/ -ey, /v/ -ve, /l/ -le
Tricky words: **one, are, out, about, love, today, says**
- Apply** Read/write sentences

Week 4 Revisit Revise Tricky words - out, about, love, today, says

- Revisit** Letter recognition and recall for **Phase 2, Phase 3**
- Practise** Blending for reading ccvc-cccvc words & words with alternative spellings /d/ ed, /t/ ed, /id/ ed, /ch/ tch, /ee/ -y, /ee/ -ey, /v/ -ve, /l/ -le
Tricky words: **one, are, out, about, love, today, says**
- Apply** Read/write sentences

Week 6 Revisit Revise

- Revisit** Letter recognition and recall for **Phase 2, Phase 3**
- Practise** Blending for reading ccvc-cccvc words & words with alternative spellings /d/ ed, /t/ ed, /id/ ed, /ch/ tch, /ee/ -y, /ee/ -ey, /v/ -ve, /l/ -le
Tricky words: **one, are, out, about, love, today, says**
- Apply** Read/write sentences
- Assess** Phase 4b one-to-one summative assessment (fifth of the class)