



Teacher Planner

Systematic Synthetic Phonics (SSP)

Year 1:

Phase 5

Phase 5.5

Phase 6



- Systematic Synthetic Phonics Programme
- Complete Letters & Sounds Progression
- Daily and Weekly Lesson Plans

 **DfE** Validated 


Junior Learning

Objective

Learn and practise split digraph e-e.

Revise

Recall all GPCs learned so far using flashcards.

Recall Phase 3 Common Exception Words [push they me we be he she by looked you are there here were all sure](#).

- **Hear Phoneme** - Share 3 images or objects with phoneme e-e (millipede scene these). Say aloud, with emphasis on vowel sound. What can the children hear? Model phoneme 'e-e'.
- **Teach grapheme caption 'e-e'** Steve and Eve.
- **Lowercase formation caption** - revisit formation 'e' (Phase 2, Lesson 17). Explain that both 'e' letters are written apart as a split digraph.
- **Decoding** – Explain using mnemonic on page 43.
- Present the whole words on the IWB or flashcards [these gene theme](#) to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 43.
- Use a phoneme frame to show the children how to build the word [gene](#) with letters. Model writing the word.
- **Alien Word of the Day** - [crene](#).

Teach 10mins

Blending for Reading - Lucky Dip

Teacher writes any 'e-e' word on the board (or piece of paper) and hides from children.

Each child picks out (or is given by teacher) a card with a word from the lesson containing 'e-e' and reads aloud, continuing until each child gets a card.

At the end the teacher reveals the hidden word, and the child that has the matching word to the teacher's secret word shouts lucky dip and wins!

[even these complete theme evening](#)

Practise 10mins

Spelling and Writing - Write a Sentence

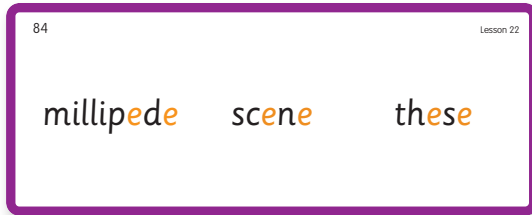
Share an image on IWB of a decodable themed sentence. Suggest a sentence for children to write themselves.

Model orally with the children what they want to write before writing on the board for them to copy.

[The millipede is named Pete.](#)

Apply 5mins

Resources



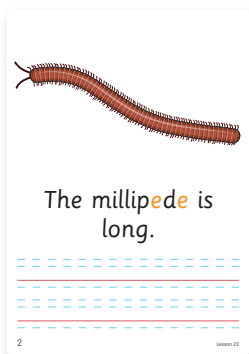
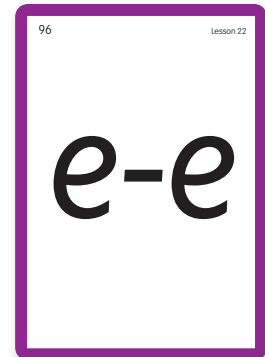
Phonemic Awareness Cards

JL691 / HP00053055



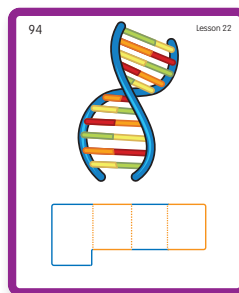
Grapheme to Phoneme Cards

JL686 / HP00053054



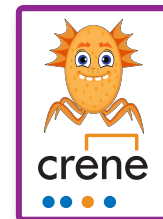
Read & Write Decodables

JL695 / HP00053059



Phoneme Frame Cards

JL689 / HP00055799



Alien Word Cards

JL692 / HP00053056

Printable resources on the following pages ->

Resources



FRONT

84

Lesson 22

millipede scene these

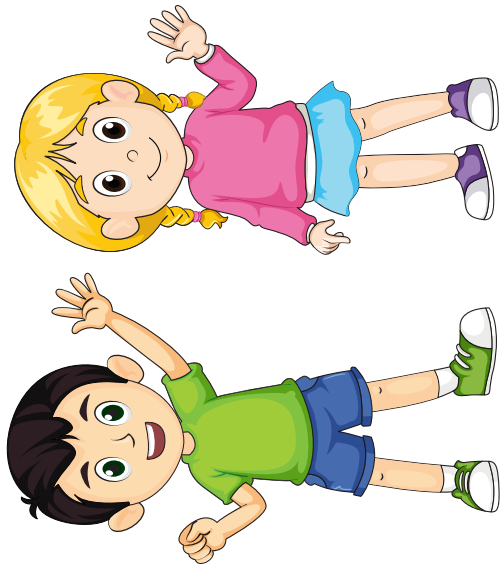
BACK

96

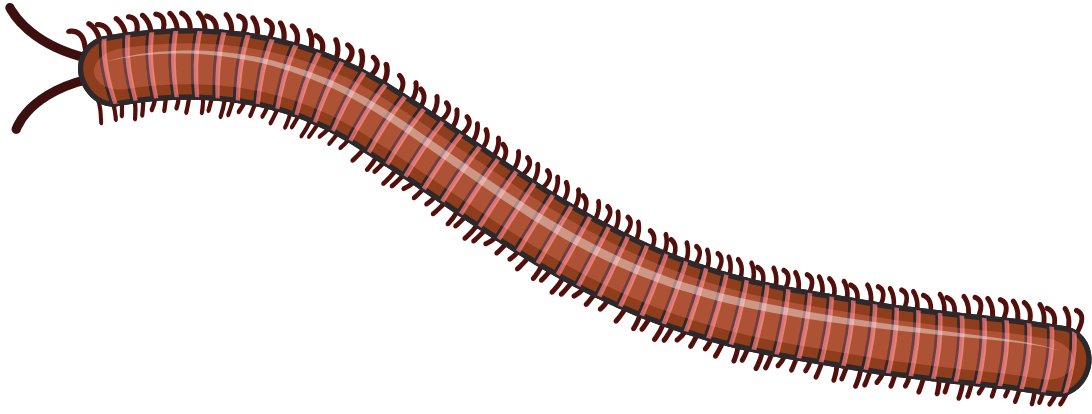
Lesson 22

e-e

/ee/



Steve and Eve
swede, evening, millipede



The millipede is
long.

Two sets of handwriting practice lines. Each set consists of a solid red top line, a dashed blue middle line, and a solid red bottom line. The first set is positioned above the second set.

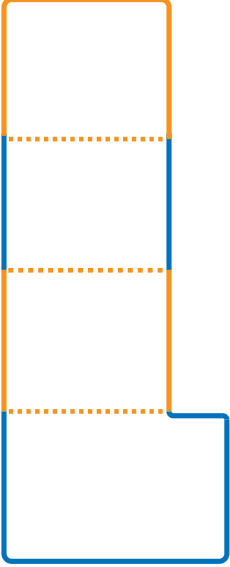



gene

A colorful illustration of a DNA double helix with a blue backbone and multicolored rungs. To the right, the word "gene" is written in a large, bold, black font. A blue bracket is positioned above the word, and three colored dots (blue, orange, blue) are placed below it.

94

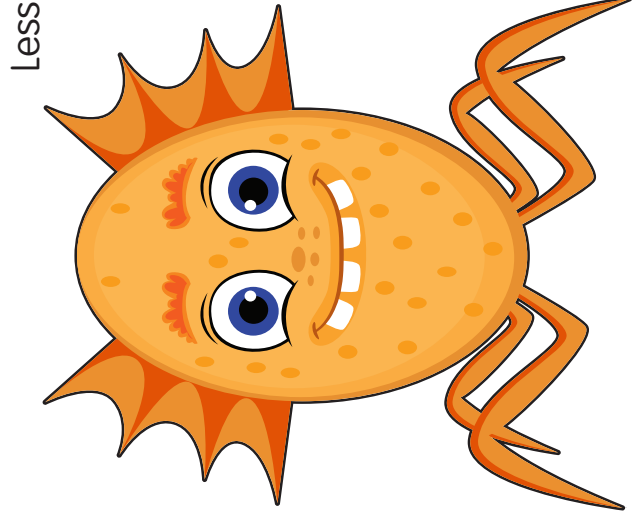
Lesson 22



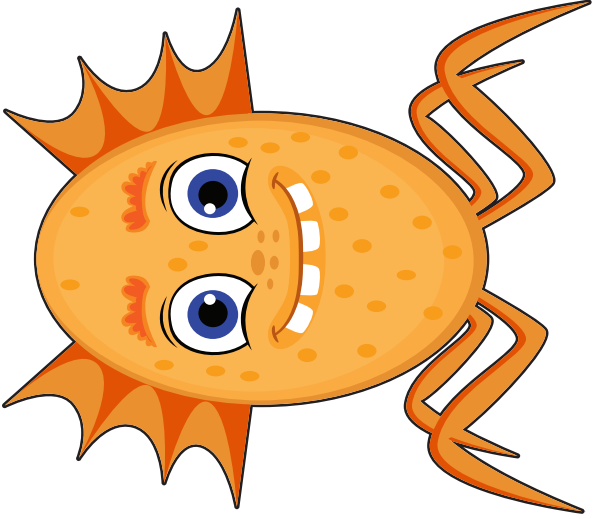
A colorful illustration of a DNA double helix with a blue backbone and multicolored rungs. To the right is a phoneme frame consisting of a blue outline with three orange dashed lines indicating where to place the letters of the word "gene".

94

Lesson 22



crene



crene



Letter Sound 'i-e'

Week 5 - Wednesday

Objective

Learn and practise split digraph **i-e**.

Revise

Recall all GPCs learned so far using flashcards.

Recall Phase 4 Common Exception Words **said like out have some come was what so old do little one**.

Teach 10mins

- **Hear Phoneme** - Share 3 images or objects with phoneme **i-e** (smile bike dice). Say aloud, with emphasis on vowel sound. What can the children hear? Model phoneme 'i-e'.
- **Teach grapheme caption** 'i-e' time to slide.
- **Lowercase formation caption** - revisit formation 'i' 'e' (Phase 2, Lessons 6 & 17). Explain that both letters are written apart as a split digraph.
- **Decoding** – Explain using mnemonic on page 43.
- Present the whole words on the IWB or flashcards **like ripe pine** to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 43.
- Use a phoneme frame to show the children how to build the word **slide** with letters. Model writing the word.
- **Alien Word of the Day** - **nipe**.
- **High Frequency Word** - **time**.

Practise 10mins

Blending for Reading - Take off, Touch down

Children sit in a circle and are given 'i-e' word cards. In turn, each child stands up, segments the word and shows the group the word card.

All the children then say the word, and the child with the word card reaches high into the air (like a rocket) and then sits down as the touchdown. Repeat until all children have had a turn.

pipe alike polite kite inside lime ripe

Apply 5mins

Spelling and Writing - Stash and Flash

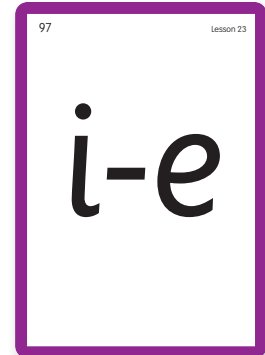
Teacher reads the following words and children write the spelling of one word on their whiteboard, and 'stash' it away from others. The teacher then says 'flash' and the children reveal their words. Teacher and TAs must correct any incorrect spellings or errors.

time nine smile slide stripe wide

Resources



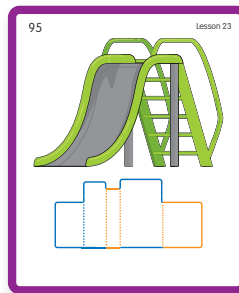
Phonemic Awareness Cards
JL691 / HP00053055



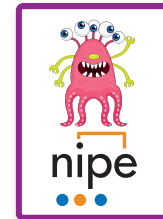
Grapheme to Phoneme Cards
JL686 / HP00053054



Read & Write Decodables
JL695 / HP00053059



Phoneme Frame Cards
JL689 / HP00055799



Alien Word Cards
JL692 / HP00053056



High Frequency Word Cards
JL688 / HP00055802

Printable resources on the following pages ->

Resources



FRONT

85

Lesson 23

smile

bike

dice

BACK

i-e

/igh/



time to slide
hide, slime, prize

97

Lesson 23

i-e



Children like the
seaside.

Handwriting practice lines consisting of two sets of three horizontal lines (top and bottom solid, middle dashed) for tracing or writing practice.

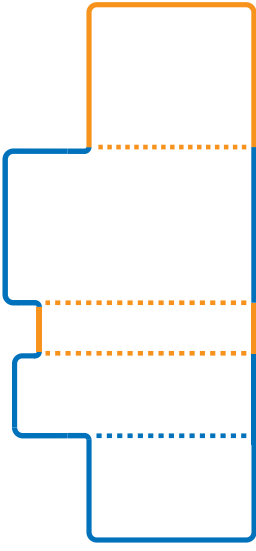
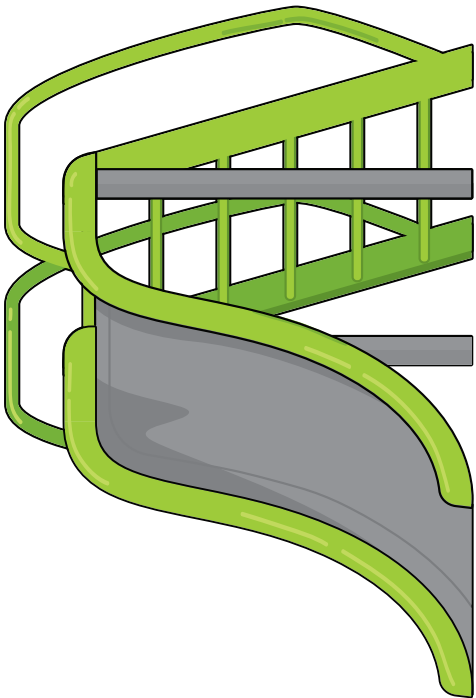


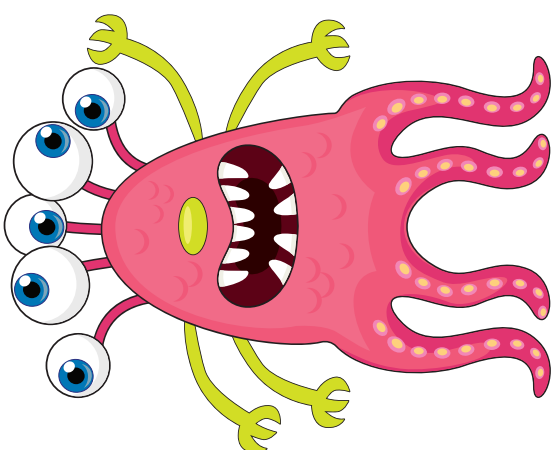
slide




95

Lesson 23



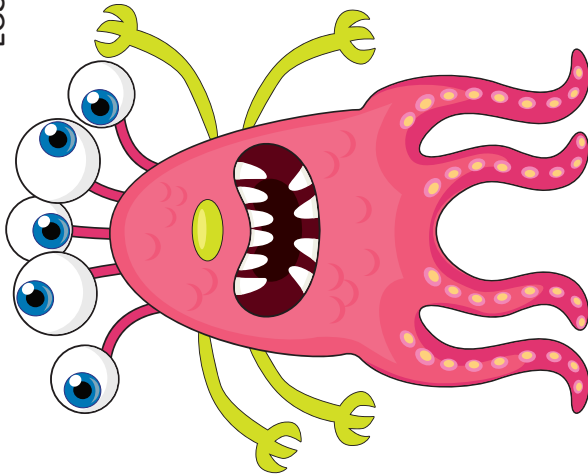


nipe



95

Lesson 23



nipe

Resources

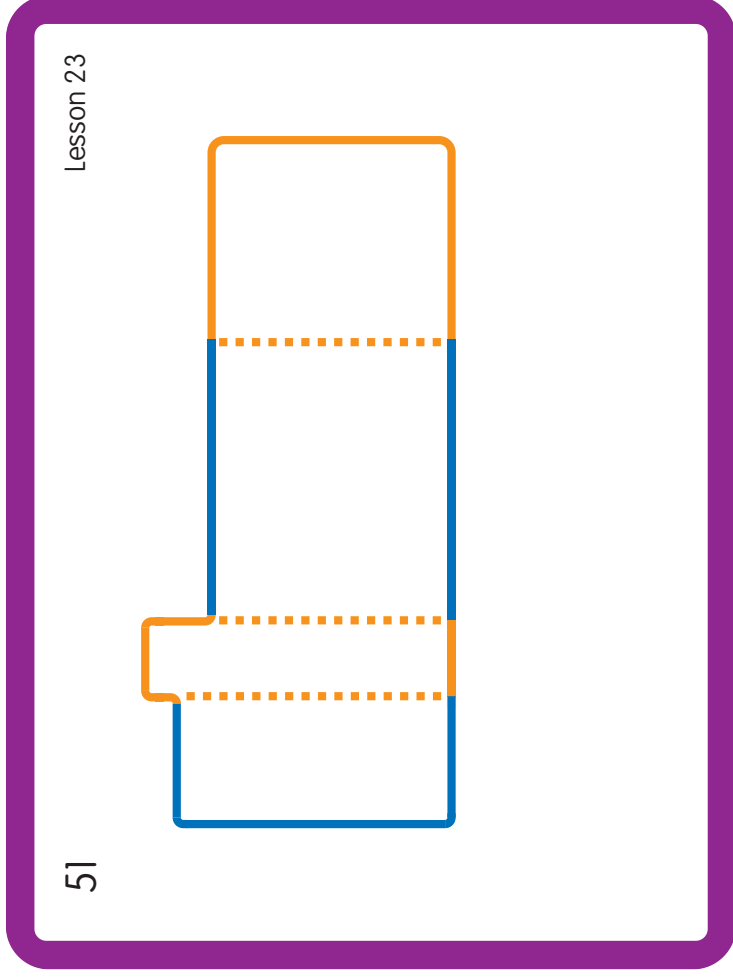
time



The word "time" is written in a large, black, sans-serif font. An orange bracket is positioned above the letters "i" and "m". To the right of the word are three colored dots: a blue dot, an orange dot, and another blue dot.

51

Lesson 23



The number "51" is shown in a large, hollow font. The digit "5" is outlined in blue, and the digit "1" is outlined in orange. Dashed lines of the same colors are placed inside the outlines to indicate the correct stroke order for writing each digit.

Revise a-e e-e i-e

Week 5 - Thursday

Objective

Revise and practise a-e e-e i-e.

Revise

Recall all GPCs learned so far using flashcards.

Recall Phase 4 Common Exception Words **said like out have some come was what so old do little one.**

Teach 10mins

Revise split digraphs a-e e-e i-e.

Remind children that both letters are written apart as a split digraph, but still work together to create one sound.

Practise 10mins

Segmenting for Spelling

Practise segmenting Phase 5 Common Exception Words (tricky words) **today house mouse hour because Mr Mrs Ms where should could would.**

Apply 5mins

Blending for Reading - Independent reading

Children are given a decodable reader from Phase 5 (using previously learnt letter sounds).

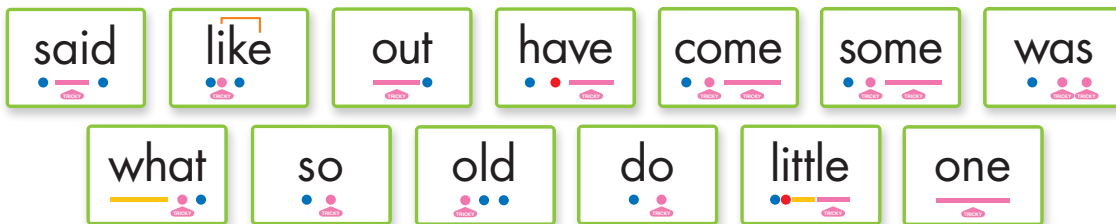
Suggested Titles

Set 1 Non-Fiction (JL390) - 'What is a Wheel?' (Book 6).

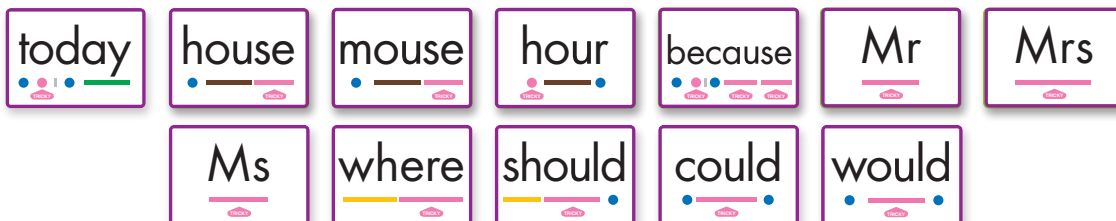
Set 2 Non-Fiction (BB115) - 'Do Bears Like Honey?' (Book 5).

Set 1 Fiction (JL384) - 'A Mummy's Tale' (Book 4).

Set 2 Fiction (BB109) - 'The Honey Trap' (Book 5).

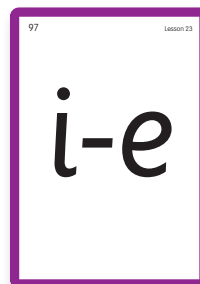


Common Exception Word Cards
JL687 / HP00055800



Common Exception Word Cards
JL687 / HP00055800

Resources



Grapheme to Phoneme Cards

JL686 / HP00053054



High Frequency Word Cards

JL688 / HP00055802

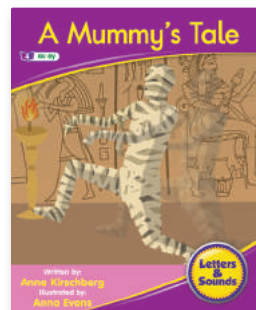
Decodable Readers



Set 1 Non-Fiction Book 6
JL390



Set 2 Non-Fiction Book 5
BB115



Set 1 Fiction Book 4
JL384



Set 2 Fiction Book 5
BB109

Printable resources on the following pages ->

a-e

/ai/



make a cake
take, snake, flake

95

Lesson 21

a-e

96

Lesson 22

e-e

/ee/



Steve and Eve
swede, evening, millipede

i-e

/igh/



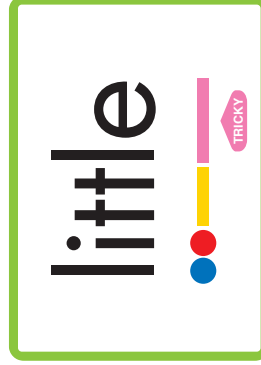
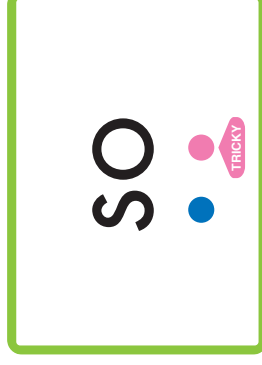
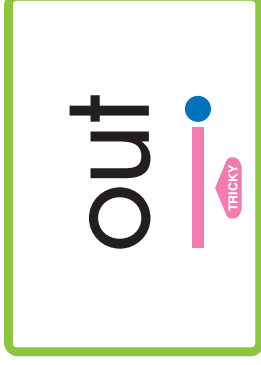
time to slide
hide, slime, prize

97

Lesson 23

i-e

Resources



Resources

today

A purple-bordered card for the word 'today'. The letters 'o' and 'a' are blue, 'd' is pink, and 'y' is green. A vertical line is positioned between 'o' and 'a'. A pink arrow labeled 'TRICKY' points to the 'y'.

house

A purple-bordered card for the word 'house'. The letters 'h' and 'e' are blue, 'o' is brown, and 's' is pink. A vertical line is positioned between 'o' and 's'. A pink arrow labeled 'TRICKY' points to the 's'.

mouse

A purple-bordered card for the word 'mouse'. The letters 'm' and 'e' are blue, 'o' is brown, and 's' is pink. A vertical line is positioned between 'o' and 's'. A pink arrow labeled 'TRICKY' points to the 's'.

hour

A purple-bordered card for the word 'hour'. The letters 'h' and 'r' are blue, 'o' is brown, and 'u' is pink. A vertical line is positioned between 'o' and 'u'. A pink arrow labeled 'TRICKY' points to the 'u'.

because

A purple-bordered card for the word 'because'. The letters 'b', 'c', and 'e' are blue, 'a' is pink, and 's' is brown. A vertical line is positioned between 'a' and 's'. A pink arrow labeled 'TRICKY' points to the 's'.

Mr

A purple-bordered card for the word 'Mr'. The letters 'M' and 'r' are blue. A vertical line is positioned between 'M' and 'r'. A pink arrow labeled 'TRICKY' points to the 'r'.

Mrs

A purple-bordered card for the word 'Mrs'. The letters 'M' and 's' are blue, 'r' is pink. A vertical line is positioned between 'r' and 's'. A pink arrow labeled 'TRICKY' points to the 's'.

Ms

A purple-bordered card for the word 'Ms'. The letters 'M' and 's' are blue. A vertical line is positioned between 'M' and 's'. A pink arrow labeled 'TRICKY' points to the 's'.

where

A purple-bordered card for the word 'where'. The letters 'w' and 'e' are blue, 'h' is yellow, and 'r' is pink. A vertical line is positioned between 'h' and 'r'. A pink arrow labeled 'TRICKY' points to the 'r'.

should

A purple-bordered card for the word 'should'. The letters 's' and 'd' are blue, 'h' is yellow, and 'o' is pink. A vertical line is positioned between 'h' and 'o'. A pink arrow labeled 'TRICKY' points to the 'o'.

could

A purple-bordered card for the word 'could'. The letters 'c' and 'd' are blue, 'o' is pink, and 'l' is brown. A vertical line is positioned between 'o' and 'l'. A pink arrow labeled 'TRICKY' points to the 'l'.

would

A purple-bordered card for the word 'would'. The letters 'w' and 'd' are blue, 'o' is pink, and 'l' is brown. A vertical line is positioned between 'o' and 'l'. A pink arrow labeled 'TRICKY' points to the 'l'.

Resources

came

The word 'came' is written in a large, black, sans-serif font. To the left of the word is a blue bracket that spans the height of the letters 'a' and 'm'. Below the word are three colored dots: a blue dot under the 'c', an orange dot under the 'a', and a blue dot under the 'e'.

48

Lesson 21

The back of the card features a large rectangular box with a blue border. The box is divided into four equal-width sections by three vertical orange dashed lines. The top and bottom edges of the box are solid orange lines.

Resources

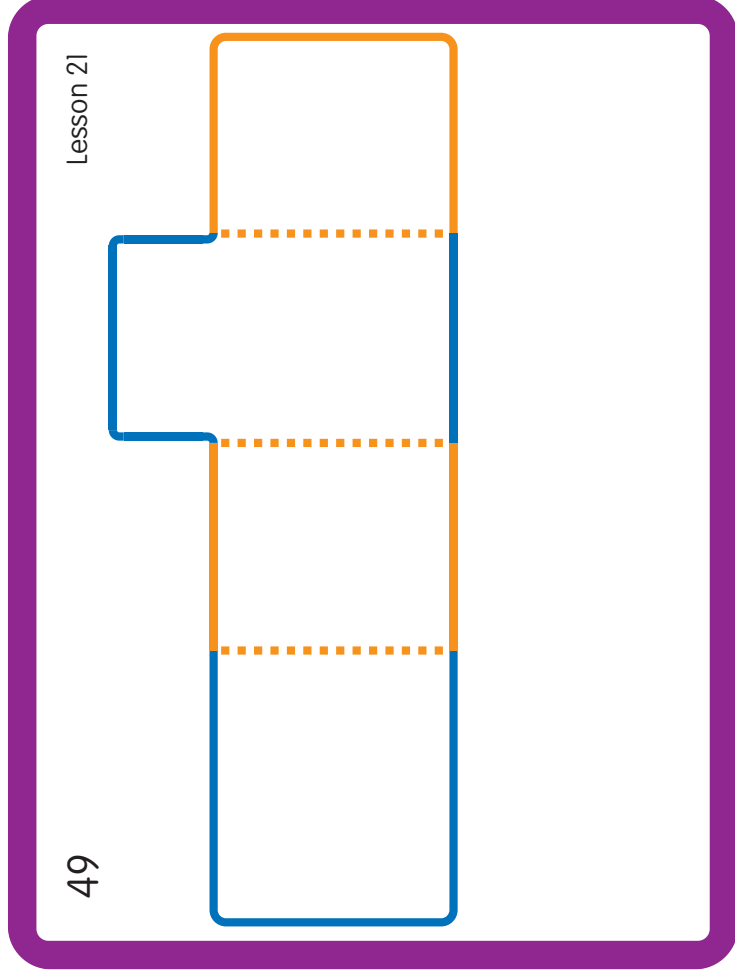
made



The word "made" is written in a large, black, sans-serif font. To the left of the word is a blue bracket that spans the height of the letters 'a' and 'd'. Below the word are three colored dots: a blue dot under the 'a', an orange dot under the 'd', and a blue dot under the 'e'.

49

Lesson 21



The number "49" is shown in a large, black, sans-serif font. The number "4" is outlined in blue, and the number "9" is outlined in orange. Dashed lines indicate the stroke order for writing the numbers. The number "4" has a vertical line on the left, a horizontal line at the top, and a vertical line on the right. The number "9" has a vertical line on the left, a horizontal line at the top, and a vertical line on the right. The number "49" is positioned to the right of the number "4".

Resources

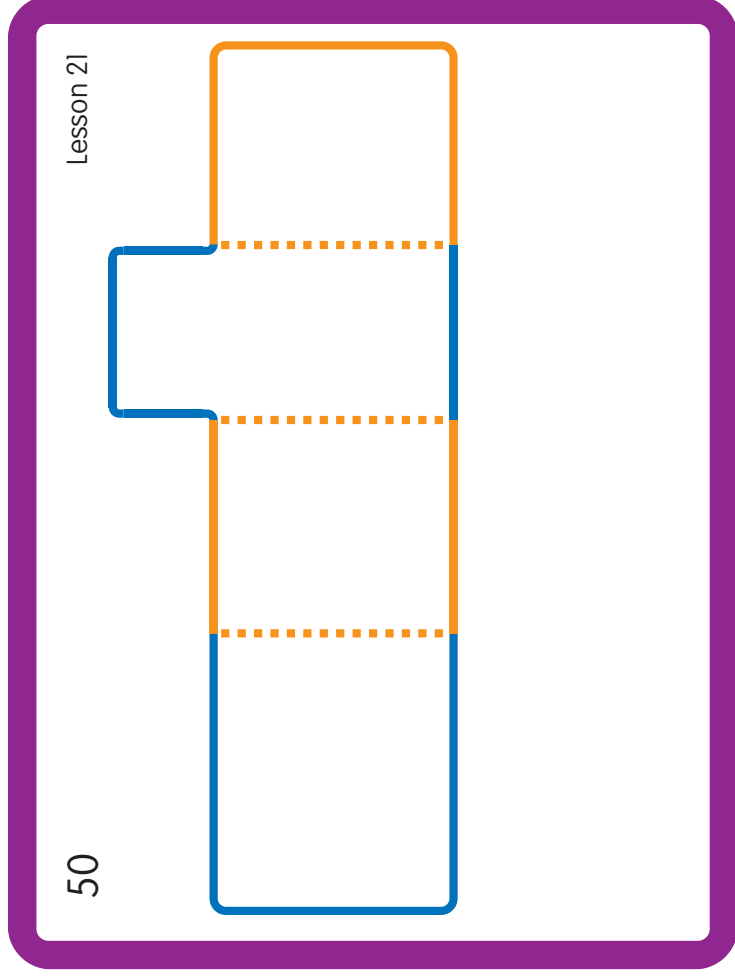
make



The word "make" is written in a large, black, sans-serif font. An orange bracket is positioned above the letters 'm' and 'a', indicating a tracing path. To the right of the word are three colored dots: a blue dot, an orange dot, and another blue dot, arranged vertically.

50

Lesson 21



The word "make" is shown in a large, black, sans-serif font. The letters are outlined with a solid blue line. Dashed orange lines are drawn over the word, following the shape of the letters, to indicate a tracing path. The word is enclosed in a purple rounded rectangle.

Resources

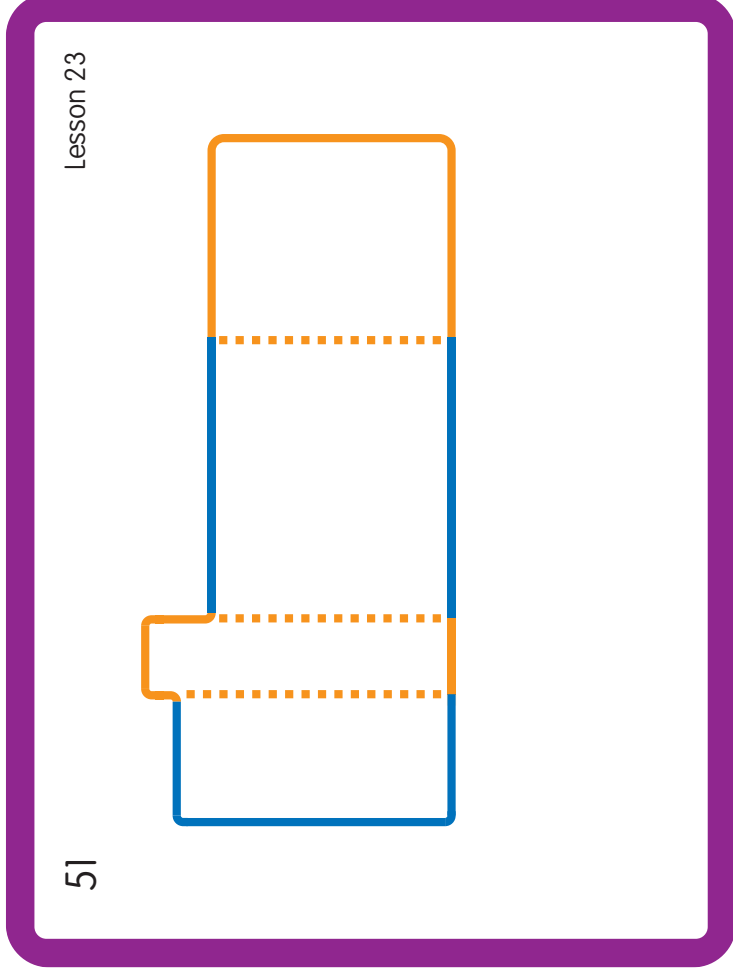
time



The word "time" is written in a large, black, sans-serif font. An orange bracket is positioned above the letters "i" and "m", indicating a tracing path. Below the word are three colored dots: a blue dot, an orange dot, and another blue dot.

51

Lesson 23



The number "51" is shown in a large, black, sans-serif font. The number "5" is outlined in blue, and the number "1" is outlined in orange. Dashed lines indicate the stroke order for tracing: a vertical line down for the "5", a horizontal line across the top, and a vertical line down for the "1".