

LPDS

# REDROSE

Letters and Sounds

SAMPLE

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Within the separate phase downloads, the games are hyperlinked to the explanation of how to play for the Review, Practise and Apply sections.

The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a new systematic, synthetic phonics planning programme using the Letters and Sounds approach titled *Red Rose Letters and Sounds*. This planning programme has been developed, continuously evaluated and refined over several years, using the expertise of effective classroom practitioners and phonics experts at LPDS.

The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year One.

### **What is the intent behind *Red Rose Letters and Sounds*?**

The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

### **What is included to implement *Red Rose Letters and Sounds*?**

The programme includes:

- overviews for each phase with termly expectations
- comprehensive daily planning following revisit /review, teach, practise, apply
- carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- application opportunities planned throughout to ensure blending and segmenting of words and sentences
- word banks that directly match the teaching of focus graphemes
- additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- regular consolidation and assessment points to support the identification of children on track, and those falling behind

### **How has *Red Rose Letters and Sounds* developed from the 2007 *Letters and Sounds Handbook*?**

The consultants at LPDS have created a tightly focused progression from Phases 2 to 5 informed by classroom practice and subject expertise. All phases, in particular Phase 5, have been more carefully sequenced to provide clarity with an explicit teaching progression. *Red Rose Letters and Sounds* incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences (GPCs). Planning materials have been created in a user-friendly format, are easily accessible and can be adapted according to the children's needs. It is recommended that all adults delivering sessions are trained to the same standard.

### **Which reading schemes link to *Red Rose Letters and Sounds*?**

Many reading schemes which are currently organised using the *Letters and Sounds 2007 Handbook* progression, will closely match the progression in *Red Rose Letters and Sounds*. Schools will need to continue to ensure that guided and home reading books are fully decodable in line with the National Curriculum expectations, and that focus GPCs within books are closely matched to recently taught sounds. This allows schools to select books from more than one reading scheme, providing they are organised and sequenced to directly match the progression within *Red Rose Letters and Sounds*.

## Red Rose Letters and Sounds Trajectory Expectations for Reception

<b>Autumn 1 Phase 2 GPCs</b>		<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/		High Frequency Words as <b>is us his has</b> linked to s pronounced /z/  <b>the</b>	Teach 12 GPCs Teach 1 Tricky Word
<b>Autumn 2 Phase 2 GPCs</b>		<b>Tricky Words</b>	<b>Overview</b>
ck e u r h b f f l ll ss Consolidate Phase 2		<b>I to</b> <b>go no</b> <b>into</b>	Teach 11 GPCs Teach 5 Tricky Words
<b>Spring 1 Phase 3 GPCs</b>		<b>Tricky Words</b>	<b>Overview</b>
j v w x y z/zz qu ch sh th/th ng Consolidate as required		<b>he she</b> <b>we be me</b> <b>was my</b> <b>you they</b>	Teach 13 GPCs Teach 9 Tricky Words
<b>Spring 2 Phase 3 GPCs</b>		<b>Tricky Words</b>	<b>Overview</b>
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		<b>her all</b> <b>are</b> (Phase 3) <b>like</b> (Phase 4) <b>said when</b> (Phase 4) <b>have one</b> (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
<b>Summer 1 Phase 3 GPCs</b>		<b>Phase 4</b>	<b>Tricky Words</b>
<b>Phase 3</b> ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 <b>Phase 4</b> CVCC & CCV		<b>come do</b> (Phase 4) <b>so were</b> (Phase 4) <b>some there</b> (Phase 4) <b>out little what</b> (Phase 4)  Consolidate <b>said so have like</b> (Phase 4)	<b>Overview</b> Teach 7 GPCs Teach 9 Tricky Words  Teach CVCC & CCV Consolidate <b>Phase 3/4 Tricky Words as required</b>
<b>Summer 2 Phase 4</b>		<b>Tricky Words</b>	<b>Overview</b>
CCVC & CCVC CCCVC & CCCVC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Consolidate <b>said so have like</b> <b>some come were there</b> <b>little do one when</b> <b>out what</b> Teach <b>it's</b>	Teach CCVC & CCVC CCCVC & CCCVC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate <b>Phase 3/4 Tricky Words as required</b>

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
<b>Phase 5 Further Graphemes for Reading and Writing</b> Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.  <b>Phase 5 Further Graphemes for Reading and Writing</b> ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Revisit said so have like some come were there little do one when out what it's  Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words  Teach 13 GPCs Teach 9 Tricky Words
<b>Autumn 2</b> <b>Phase 5 Further Graphemes for Reading and Writing</b> <b>Phase 5 Alternative Pronunciations for Graphemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b> oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)  <b>Phase 5 Alternative Pronunciations for Graphemes</b> i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	<u>Tricky Words</u> water where who <u>High Frequency Words</u> again thought through  work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
<b>Spring 1 Phase 5 Alternative Spellings for Phonemes</b>	<b>High Frequency Words</b>	<b>Overview</b>
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
<b>Spring 2 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

<b>Summer 1 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.
<b>Summer 2 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Y1 Phonics Screening Check</b> /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ <b>ch</b> (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.

## Introduction to Phase 2 Red Rose Letters and Sounds

Children entering Phase 2 will continue to build on the foundations from Phase 1. They should have experienced a wealth of speaking and listening activities, including songs, stories and rhymes, alongside oral blending and segmenting. The purpose of Phase 2 is to teach 23 GPCs with single letter graphemes and some digraphs, with application into reading and writing. Explicit teaching focuses on the recognition of GPCs alongside oral blending and segmenting, and application into reading and writing words and sentences. Children will also be taught how to read and spell 6 tricky words with automaticity of reading tricky words being essential.

From Week 3 onwards in Red Rose Letters and Sounds, children begin to be exposed to the concept of a sentence. Carefully considered sessions have been planned which have a focus on blending or segmenting. Later in Phase 2, these skills are combined. Where it suggests writing words or sentences, it is recommended that the role of the adult scaffolds this process. For example, if children are not developmentally ready with finger strength and letter formation, adults can model writing and/or magnetic letters can also be used to practise application.

Early in Phase 2, teaching can be organised into 2 x 10 minute sessions or a 20-25 minute session, daily. Additionally, it is suggested that practitioners plan for phonics to be provided in classroom provision with the support from a well-trained adult.

For writing application, it is recommended that phonics journals are introduced for children who are ready to write with pencil and paper in order to practise GPCs, words and sentences.

## Stretch and Challenge

Within this phase, opportunities for aiming high are included via multi-syllabic words, CVCC, CCVC and CCVCC words in the Phase 2 word bank. Consider using these words for reading or spelling during phonic sessions if appropriate. Some children may begin to read and write multi-syllabic words, CVCC, CCVC and CCVCC words using GPCs learned within Phase 2.

## Assessment of Phase 2

At the end of this phase children should be able to:

- read VC and CVC words with the 23 GPCs learned
- spell VC and CVC words either using magnetic letters or by writing the letters on paper or on whiteboards with the 23 GPCs learned
- read captions and sentences
- read and write 6 'tricky' words
- read decodable texts with the 23 GPCs and 6 tricky words
- make phonetically plausible attempts with the emerging stages of spelling in their writing journey

## Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach <b>the</b>
Week 6	Teach c k e u	Teach <b>I to</b>
Week 7	Teach r h b	Teach <b>no go</b>
Week 8	Consolidate o c k c k e u r h b	Teach <b>into</b>
Week 9	Teach f f l	Consolidate <b>the I to no go into</b>
Week 10	Teach l l s s	Consolidate <b>the I to no go into</b>
Week 11	Consolidate f f l l s s	Consolidate <b>the I to no go into</b>
Week 12	Consolidate as required	Consolidate <b>Phase 2 Tricky Words</b> as required
		<i>High Frequency Words as is us his has s pronounced /z/</i>



Phase 2 Week 7

Teach: r h b **Tricky words: no go** High frequency words Stretch and challenge

Plan for application opportunities within continuous provision with a focus on: GPC recognition; Blending to read words; Segmenting to spell words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Phonic Aerobics s a t p i n m d g o c k c k e u	Nice to Meet You m d g o c k c k e u r	Fastest Finger First <i>get set neck pet ten peck</i>	Nice to Meet You <b>the I to</b>	Airwrite/Quickwrite i u t
Teach <i>Use sound buttons for blending and phonic fingers/phoneme frames for segmenting.</i>	Teach GPC r. Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word <b>ran</b> and model oral blending. Display the words <b>run red rat rock</b> with sound buttons, model blending to read. Teach the tricky word <b>no</b> .	Teach GPC h. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>had</b> and model oral blending. Display the words <b>hot him hat has</b> with sound buttons, model blending to read. Teach the tricky word <b>go</b> .	Review GPCs r and h. Follow 3 part example. Hear it say it, see it say it, say it write it. Orally segment using phonic fingers the word <b>red</b> . Model writing the word <b>red</b> in a phoneme frame. Repeat with the words <b>rug rag has hug</b> . Review the tricky words <b>no go</b> .	Teach GPC b. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>big</b> and model oral blending. Display the words <b>but back bad Ben</b> with sound buttons, model blending to read. Review the tricky words <b>no go</b> .	Review GPC r h and b. Follow 3 part example where necessary. Orally segment using phonic fingers the word <b>bus</b> . Model writing the word <b>bus</b> in a phoneme frame. Repeat with the words <b>rug rip hut bug</b> . Review the tricky words <b>no go</b> .
Practise	<b>Bingo</b> Blend words <b>run red rat rip rock</b> Tricky word <b>no</b>	<b>Musical Bumps/Musical Words</b> Blend words <b>him hat hot has his hop hug</b> Tricky word <b>go</b>	<b>Magic Bag</b> Segment words <b>ran his hat hug rag</b> Tricky words <b>no go</b>	<b>Bingo</b> Blend words <b>but big bed bun</b> Tricky words <b>no go</b>	<b>Magic Bag</b> Segment words <b>had his bat back rat</b> Tricky words <b>no go</b>
Apply	<b>Silly Sentence</b> Read the sentence <b>No I am not red.</b>	<b>Jet Set</b> Read the sentence <b>It can go to him.</b>	<b>Superhero Code Cracker</b> Write the sentence <b>I can go on his rag.</b>	<b>Jet Set</b> Read the sentence <b>Go to the big bed.</b>	<b>Superhero Code Cracker</b> Write the sentence <b>No his bus is red.</b>

Phase 3 Week 6

Teach: ai ee **Tricky words her all** *High frequency words* Stretch and challenge

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Quickwrite</b> zz qu ch sh th	<b>Grapheme Hunt</b> j v w x y z zz qu ch sh th	<b>Quickwrite</b> my was you they	<b>Splat</b> rain fail tail main sail <u>chain snail</u> paint	<b>Musical Bumps</b> j v w x y z zz qu ch sh th
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC ai. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>paid</b> and model oral blending. Display the words <b>rain</b> and <b>tail</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>wait</b> . Model writing the word <b>wait</b> in a phoneme frame. Repeat with the word <b>pain</b> . Teach the Tricky word <b>her</b> .	Review GPC ai. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>wail</b> and model oral blending. Display the words <b>again</b> and <b>snail</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>chain</b> . Model writing the word <b>chain</b> in a phoneme frame. Repeat with the word <b>rail</b> . Review the Tricky word <b>her</b> .	Teach GPC ee. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>see</b> and model oral blending. Display the words <b>bee</b> and <b>queen</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>see</b> . Model writing the word <b>see</b> in a phoneme frame. Repeat with the word <b>peek</b> . Teach the Tricky word <b>all</b> .	Review GPC ee. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>weep</b> and model oral blending. Display the words <b>teeth</b> and <b>sleep</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>feel</b> . Model writing the word <b>feel</b> in a phoneme frame. Repeat with the word <b>sheep</b> . Review the Tricky word <b>all</b> .	Review GPCs ai and ee. Display the words <b>Gail</b> , <b>train</b> , <b>week</b> and <b>tree</b> with sound buttons, and model blending to read. Model writing the word <b>aim</b> in a phoneme frame. Repeat with the words <b>snail</b> , <b>deep</b> and <b>creep</b> . Review the Tricky words <b>her all</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Saluting Soldiers</b> Blend words rain pain wait paid nail main tail <u>fail sail</u> Tricky word <b>her</b>	<b>Phonic Phone</b> Blend/segment words <b>again rail main pain tail</b> <u>wail sail</u> Tricky word <b>her</b>	<b>Countdown Relay</b> Blend words see need keep bee meet queen <u>weep peek sleep</u> Tricky word <b>all</b>	<b>Popcorn Pop</b> Blend/segment words see deep peel feel sheep teeth <u>weep tree</u> Tricky word <b>all</b>	<b>Make Your Own Bingo</b> Segment words Gail tail <u>pain week</u> queen been Tricky words <b>her all</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Abracadabra</b> Read the sentence Her tail got wet in the rain.	<b>Silly Voices</b> Write the sentence The pain is in her tail.	<b>Sentence Substitution</b> Read the sentence They can all see the bee. Words: feet queen seed tree	<b>Sentence Detectives</b> Read the sentence I can see all of the sheep.	<b>Blankety Blank</b> Write the sentence Gail had a pain in her... Words: feet teeth cheek

## Word Bank for Phase 3

<b>ee</b>	<i>see been need keep feet queen</i> bee Lee cheek sheet seen meet week deep keep jeep feed feel seem peel teeth sheep Eesa	peek meek seek keen weed peep seep weep sheet	<i>tree free three trees green steep</i> <i>sleep</i> creep creek bleep speed bleed street speech pondweed treetop
<b>igh</b>	<i>night right</i> high light sight fight	nightlight sunlight sigh tight might	bright flight fright tonight
<b>oa</b>	<i>boat</i> coat road soap toad goat foam moan Joan	oak moat foal coal load moan loaf coach poach soak boatman raincoat	float groan cloak bloat broach roast toast boast coast goats floating
<b>oo</b> <b>(long)</b>	<i>room soon food too</i> moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom	fool loop mood loot doom hoof root noon hoot toot baboon rooftop	boost roost spoon scoot scoop snoop swoop droop shampoo moonlight toothbrush
<b>oo</b> <b>(short)</b>	<i>took good look book looking</i> hood foot cook wood wool hook cooking	shook cooling booking	<i>looks</i> books blood brook crook
<b>ar</b>	<i>car park dark hard</i> arm jar farm bar barn bark mark card shark chart cars Carl farmyard carpark	far cart tart harm dart harp arch sharp harsh march	scar star smart snarl spark start starlight
<b>or</b>	<i>or for morning</i> fork born horn short sort born torch	cord cork torn worn pork port lord north fort thorn	horns sorts sport organ snoring scoring
<b>ur</b>	fur burn turn curl hurt burp church	urn surf hurl lurk turnip churn	blur blurb slurp spurt burnt burst
<b>ow</b>	<i>now how town down</i> owl cow wow	bow row vow howl fowl gown	brow frown drown crown brown scowl crowd clown growl
<b>oi</b>	boil foil coin join soil	oil toil coil void tinfoil avoid	point hoist moist oink groin spoilt joint spoil
<b>ear</b>	ear near hear tear year dear beard	fear gear rear shear earwig	smear spear clear
<b>air</b>	<i>air</i> fair hair pair chair	lair airman	stair flair chairs stairs unfair hairbrush
<b>ure</b>	pure cure	lure secure manure mature	
<b>er</b>	<i>river</i> darker harder longer boxer higher lighter farmer singer shorter thicker tower shower power	<i>ever</i> waiter powder	<i>under</i> winter faster brighter helper Manchester thundering

Phase 4 Week 2															
Teach: CCVC & CCVCC <b>Tricky words: some come were there</b> Pseudo Word Examples High Frequency Words Stretch and Challenge															
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Fastest Finger First</b> Revise: <b>was</b> <b>ai words</b> mail rain again wait aiming painting	<b>Stand Up Bingo</b> Revise: <b>my</b> <b>ee words</b> week seen <i>deep need teeth</i> <i>treetop</i> peeling	<b>Countdown</b> Revise: <b>you</b> <b>igh words</b> light sight high right nightlight sunlight	<b>Phonics Aerobics</b> Revise: <b>they</b> <b>oa words</b> goat toad coat soap load boatman	<b>Splat</b> Revise: <b>her</b> <b>(long) oo and (short) oo words</b> boom pool tooth bedroom good wool hook looking										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach <b>CCVC</b> . Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <i>from green plan drub</i> Segmenting to spell: <i>stop swim</i> Teach tricky word: <b>some</b>	Teach <b>CCVC</b> . Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <i>gran flag drum flath</i> Segmenting to spell: <i>frog sleep</i> Teach tricky word: <b>come</b>	Teach <b>CCVC</b> . Explain that the children must 'tune in' to the <u>second consonant</u> . There are two separate phonemes at the start of these words and should be modelled with sound buttons/a phoneme frame. Model Blending to read: <i>slug crab shrub grick</i> Segmenting to spell: <i>trees bright</i> Teach tricky word: <b>there</b>	Teach <b>CCVCC</b> . Explain that the children must 'tune in' to the <u>second and penultimate consonants</u> . There are two separate phonemes at the start of these words and at the end. These should be modelled with sound buttons/a phoneme frame. Model Blending to read: <i>plants frost stamp slimp</i> Segmenting to spell: <i>drink slept</i> Teach tricky word: <b>were</b>	Teach <b>CCVCC</b> . Explain that the children must 'tune in' to the <u>second and penultimate consonants</u> . There are two separate phonemes at the start of these words and at the end. These should be modelled with sound buttons/a phoneme frame. Model Blending to read: <i>twist crunch snack cresh</i> Segmenting to spell: <i>drank shrink</i> Tricky words: <b>some come were there</b>										
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Phonic Detectives</b> Blend and/or segment: <b>flag slip frog plop stop drip skid trim spit drag blob drop flop slid slim brag crop</b> Tricky word: <b>some</b>	<b>Puppet Game</b> Blend and/or segment: <b>plan swim drum slug scab glad club grab crab flat clap truck smell grass spell spot grill smug</b> Tricky word: <b>come</b>	<b>Magic Words</b> Blend and/or segment: <b>sting cross skin bright twig twin tram step crash flash smash trick prick black snail shrub squid</b> Tricky word: <b>there</b>	<b>Musical Words</b> Blend and/or segment: <b>plants drink drank stamp twist spend crust snacks slept skunk trunk drift cramp plump clamp stench</b> Tricky word: <b>were</b>	<b>Guess that Word</b> Blend and/or segment: <b>plants plank drank frost twist spend crust snacks slept skunk trunk shrink trail frail shrunk clench</b> Tricky words: <b>some come were there</b>										
<b>Apply</b> <i>Include newly taught graphemes and tricky / HF words combined with previous learning.</i>	<b>Abracadabra</b> Read and/or write <b>Some of the flag will drop down.</b>	<b>Finish the Sentence</b> Read and/or write <b>Come and smell this ...</b> Words: crab truck slug grill	<b>Yes/No</b> Read and/or write <b>There is some green grass next to this shrub.</b>	<b>Jet Set</b> Read and/or write <b>There were some drinks and crisps for the snacks.</b>	<b>The Phonics Factor</b> Words: <table border="1"> <tr> <td>plants</td> <td>said</td> </tr> <tr> <td>shrink</td> <td>have</td> </tr> <tr> <td>twist</td> <td>like</td> </tr> <tr> <td>frost</td> <td>some</td> </tr> <tr> <td>snacks</td> <td>there</td> </tr> </table>	plants	said	shrink	have	twist	like	frost	some	snacks	there
plants	said														
shrink	have														
twist	like														
frost	some														
snacks	there														

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach ay (day) ou (about) ie (tie) ea (eat)	Teach Mr Mrs people
Week 2	Teach oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw)	Teach looked called asked
Week 3	Teach wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Teach oh their could
Week 4	Teach oe (toe) au (Paul) a-e (made) e-e (swede)	Teach water where who
Week 5	Teach i-e (time) o-e (stone) u-e (flute) u- e /y(oo)/ (cube)	Teach high frequency words again thought through
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach i (find) o (both) o (other) c (cell) g (ginger)	Teach high frequency words work mouse many
Week 7	Teach u (music) ow (snow) ie (chief) ea (bread)	Teach high frequency words laughed because different
Week 8	Teach er (fern) ch (school) ch (chef) a (want) a (acorn)	Teach high frequency words any eyes friends
Week 9	Teach e (remind) y (try) y (baby) ou (group) ou (touch)	Teach high frequency words once please
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key)	Teach high frequency words I'm I'll let's
Week 11	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind)	Teach high frequency words small great before

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
Week 12	Consolidate /oo/ <b>oo</b> (spoon) <b>ew</b> (flew) <b>u-e</b> (flute) /y(oo)/ (cute) <b>ue</b> (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words <b>jumped stopped pulled</b>
Week 13	Consolidate /ai/ <b>ai</b> (train) <b>ay</b> (day) <b>a-e</b> (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak)	Teach high frequency words <b>gone we're</b>
Week 14	Consolidate /igh/ <b>igh</b> (flight) <b>ie</b> (tie) <b>i-e</b> (time) y (try) i (find)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 15	Consolidate /oa/ <b>oa</b> (float) <b>ow</b> (snow) <b>oe</b> (toe) <b>o-e</b> (stone) <b>o</b> (both) Teach ol (cold) oul (shoulder)	
Week 16	Consolidate /ow/ <b>ow</b> (cow) <b>ou</b> (about) Teach ough (plough) Consolidate /oi/ <b>oi</b> (coin) <b>oy</b> (boy)	
Week 17	Consolidate /ar/ <b>ar</b> (farm) Teach <b>a</b> (father) al (half) Consolidate /u/ <b>u</b> (cup) <b>oo</b> (good) Teach oul (could)	
Week 18	Consolidate /or/ <b>or</b> (fork) <b>aw</b> (claw) <b>au</b> (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
Week 19	Consolidate /ur/ <b>ur</b> (fur) <b>ir</b> (girl) <b>er</b> (germ) Teach or (work) ear (learn)	

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Week 20	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 21	Consolidate /air/ <b>air</b> (chair) Teach ear (bear) are (share) ere (where)	
Week 22	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
Week 23	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
Week 24	Consolidate /j/ <b>g</b> (magic) Teach ge (large) dge (fridge) Consolidate /s/ <b>c</b> (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
Week 25	Consolidate /sh/ <b>ch</b> (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
Week 26	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
Week 27 +	Consolidate where necessary	

**Graphemes highlighted in bold are included in the Y1 phonic screening check framework**

**Consider including consolidation lessons or weeks where necessary throughout Phase 5.**

Alternative spellings for phonemes															
Phase 5 Week 15: /oa/ oa ow oe o-e o ol oul		HF words	Pseudo Word Examples	High Frequency Words	Stretch and Challenge										
	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	<b>Nice to Meet You</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including igh ie i-e y i	<b>Splat</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow. Include a pseudo word.	<b>Countdown</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow oe	<b>Grapheme Hunt</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow oe o-e. Include a pseudo word.	<b>Phonic Aerobics</b> Revise: <b>Tricky words/HF words which need practice</b> Range of words including oa ow oe o-e o Include a pseudo word.										
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Focus on the oa sound and explain that there are several ways of spelling /oa/ <b>floating</b> Teach digraph: ow (usually at the end of words) Model Blending to read: yellow window shadow splow Segmenting to spell: bow arrow	Revisit previous spellings of /oa/ taught so far oa ow Teach digraph: oe Model Blending to read: potatoes heroes ploes Segmenting to spell: goes Joe	Revisit previous spellings of /oa/ taught so far oa ow oe Teach split digraph: o-e Model Blending to read: clothes home tadpole zome Segmenting to spell: alone those	Revisit previous spellings of /oa/ taught so far oa ow oe o-e Teach: o Model Blending to read: go don't both only Segmenting to spell: most over	Revisit previous spellings of /oa/ taught so far oa ow oe o-e o Teach digraph and trigraph: ol and oul Blending to read: cold told shoulder Segmenting to spell: gold sold mould										
<b>Practise</b> <i>See word bank to select appropriate words for reading and writing.</i>	<b>Guess That Word</b> Blend and/or segment grow window arrow snow glowing bow throw elbow pillow shadow yellow follow tomorrow narrow bungalow <b>Tricky words/HF words which need practice</b>	<b>Read, Write, Word Swap</b> Blend and/or segment toe toes woe Joe goes heroes potatoes toenail echoes aloe tomatoes <b>Tricky words/HF words which need practice</b>	<b>Generation Game</b> Blend and/or segment clothes stone phone tadpole joke broke hose mole role throne drone froze frozen envelope telescope trombone backbone notebook	<b>Read, Read, Run (Write)</b> Blend and/or segment only over most don't going no go so both bonus focus	<b>Countdown</b> Blend and/or segment shoulder boulder mould moulding poultry smoulder gold fold sold old told cold bold older bolder colder folding golden										
<b>Apply</b> <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	<b>The Phonics Factor</b> Write <b>Words:</b> <table border="1" data-bbox="302 1257 660 1436"> <tr><td>arrow</td><td>small</td></tr> <tr><td>window</td><td>friends</td></tr> <tr><td>yellow</td><td>eyes</td></tr> <tr><td>shadow</td><td>mouse</td></tr> <tr><td>follow</td><td>through</td></tr> </table>	arrow	small	window	friends	yellow	eyes	shadow	mouse	follow	through	<b>Sentence Detectives</b> Read and/or write Joe hurt his small toenail. Heroes eat potatoes! My friend goes shopping.	<b>Sentence Substitution</b> Read and/or write I picked up the phone and spoke to Joan. <b>Words:</b> a stone a tadpole a mole a small mouse my friends	<b>Yes/No</b> Read and/or write Can we go over the stone? Are you going to see most of your friends today?	<b>Famous Phone Call</b> Read and/or write There was some gold on the giant's shoulder.
arrow	small														
window	friends														
yellow	eyes														
shadow	mouse														
follow	through														



## Word Bank for Phase 5

<b>/ai/ ai rain</b>	<i>again</i> rain laid paid tail rail main wait nail Gail Faith Zain pain maid pail fail mail aim wail hail sail bait chain faith snail train trail brain grain plain frail stain faint waist paint painted painting rainbow	afraid training trained sailed sailing railing fainted waited waiter remain chainmail rainfall complain painful raindrop Abigail
<b>/ai/ ay spray</b>	<i>day</i> say <i>may</i> way May bay pay ray lay hay stray <i>play</i> tray gray <i>away</i> jay Sunday Thursday Friday Saturday holiday display motorway okay crayon	delay underpay portray x-ray decay relay yesterday hurray
<b>/ai/ a-e shake</b>	ate shake <i>take</i> <i>cake</i> make <i>made</i> <i>came</i> <i>gave</i> rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake cupcake	tame glaze arcade remake surname inflate invade escape brigade ablaze
<b>/ai/ a paper</b>	acorn paper April radio alien bacon	Amy angel apricot crater narrator alligator vacant fragrant Jacob
<b>/ai/ ey grey</b>	hey they grey prey	whey obey survey heyday surveyor disobey convey Freya
<b>/ai/ eigh eight</b>	eight neigh weigh eighth sleigh eighteen eighty neighbour	freight weighty reweigh airfreight heavyweight paperweight neighbourhood
<b>/ai/ ea steak</b>	steak break great	Eamonn
<b>/igh/ igh</b>	<i>night</i> <i>right</i> high light sight fight nightlight sunlight sigh tight might bright flight fright thigh	fighters brighter lighter higher tonight spotlight highlighter midnight delight delighted tightly
<b>/igh/ ie tries</b>	pie tie lie die pied died lies lied <i>cried</i> <i>fried</i> tried dried tries fries skies untie magpie	replied applied satisfied
<b>/igh/ i-e time</b>	<i>time</i> <i>live</i> bite <i>white</i> bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like <i>liked</i> kite fire hire wide tide side swipe slide glide spike shine drive bride crime <i>inside</i> <i>shine</i>	chime dime hive stride pride whine divine grapevine sunshine
<b>/igh/ y fly</b>	try <i>fly</i> <i>why</i> <i>by</i> sky my shy dry July reply	ply sly sty apply comply supply defy imply magnify identify multiply
<b>/igh/ i tiger</b>	<i>find</i> kind child mind wild blind grind mild item final pilot silent tiger behind	iris idol crisis icon
<b>/oa/ oa boat</b>	<i>boat</i> coat road soap toad goat goats foam moan Joan oak moat foal coal load float moan loaf coach roast toast poach soak boatman raincoat cupboard keyboard	groan cloak bloat broach boast coast hoax koala stoat abroad upload floating groaning soaking soaked poaching poached toasted roasted goalkeeper goalpost lifeboat bloated coaster roaring loaded railroad uncoated
<b>/oa/ ow snow</b>	bow sow tow low <i>snow</i> slow show <i>grow</i> flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow <i>window</i> yellow below	narrow sorrow bungalow meadow tomorrow