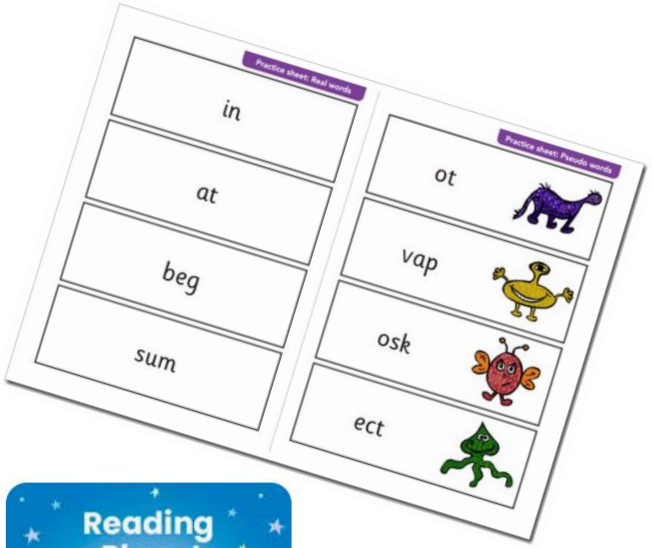
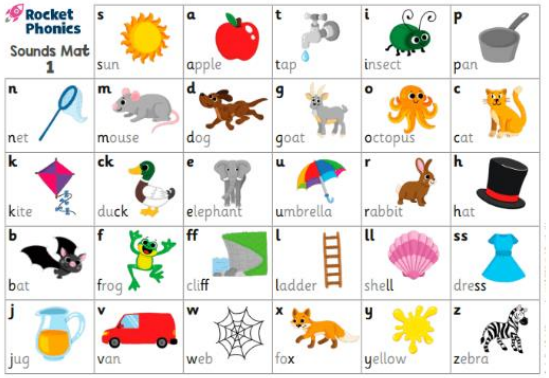




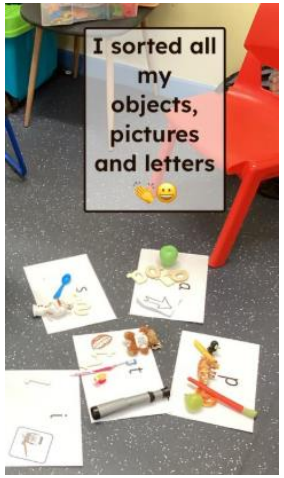




alphabet sound jump!















Phonics Syllabus

To empower our children to be the change-makers of the future.

#WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

They are compassionate, empathetic and supportive of others.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

They strive for excellence in all that they do.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Everyone in our school community contributes and is both heard and valued.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.



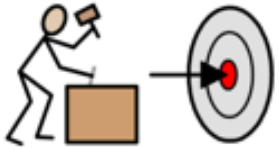
inclusivity

Diversity
Equity
Respect
Acceptance



integrity

Moral
Principles
Honesty
Fairness



tenacity

Resilience
Hard working
Perseverance
Never give up



collaboration

Partnerships
Working together
Supportive
'Families'



ambition

Excellence
High expectations
Creative
Innovative
Risk taking

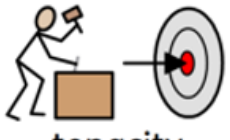
How our Mission, Vision and Values are reflected in Reading and Phonics


inclusivity

Our school demonstrates inclusivity in teaching phonics and reading by ensuring that every child can access, enjoy and succeed in their journey of learning to read. Teaching is carefully adapted through targeted support, scaffolded resources the use of widgits and Makaton signing. Responsive assessment is used so that all learners, including those with additional needs, make strong progress. Diverse, engaging texts that reflect children's backgrounds and experiences, fostering belonging and motivation. By creating a supportive environment where every voice is valued and every success is celebrated, the school nurtures confident, capable readers.


integrity

Through the use of stories with key 'big themes' e.g. Teamwork/Friendship, Family/Identity, the Natural World children explore, learn about and develop compassion, empathy and a sense of morality. They explore their own views and principles and those of others through discussions, verbal debates, role play and comparisons. Children also develop their understanding of morals and principles by using their speaking and writing skills to raise awareness of key issues in the world including healthy eating, plastics in the sea and campaigns for endangered species which are shared beyond the school setting.


tenacity

Our school demonstrates tenacity in its reading and phonics curriculum through relentless commitment to securing strong early foundations for every child. Tenacity is not only modelled by adults; it is nurtured and developed within the children themselves. Children are supported to develop resilience and to have a hard working attitude. They develop an understanding that learning to read requires effort, practice and determination. They are encouraged to keep blending when a word feels tricky, to re-read when meaning is not yet secure and to practise graphemes and tricky words until they become automatic. Mistakes are treated as part of the learning process, and children are supported to try again with confidence. Children develop stamina to read for longer periods, pride in improving their accuracy and enjoyment in seeing their own progress.


collaboration

Our school demonstrates the value of collaboration by working closely as a team to deliver consistent, high-quality phonics and reading teaching. Collaboration is also nurtured among children through partner reading, shared phonics practice They hold discussions in pairs, small groups, in front of the class and use sentence stems to support their talk to each other to share ideas, to give their opinions and to debate and challenge each other's thinking. The children also have the opportunity to work collaboratively to role play stories and scenarios, to hot seat characters and take part in other drama activities such as freeze frames and conscience alley to work together to deepen their understanding of characters, settings, themes etc. both for reading and in preparation for writing. This enables children to build confidence and learn from one another. Strong partnerships with families also further strengthen these approaches, with clear communication, workshops, ensuring that phonics and reading development continues beyond the classroom.


ambition

For children, ambition is shown through a carefully sequenced, knowledge-rich phonics curriculum that prioritises precision, fluency and deep understanding. Children are taught to master grapheme–phoneme correspondence, blending and segmenting with accuracy before moving forward, ensuring strong foundations for future reading and writing. Carefully matched decodable books enable success, while exposure to rich, high-quality texts broadens language, knowledge and imagination. They are exposed to ambitious vocabulary, high-quality texts and meaningful reading experiences that extend beyond decoding, fostering comprehension, curiosity and a genuine love of reading.

English Curriculum Intent

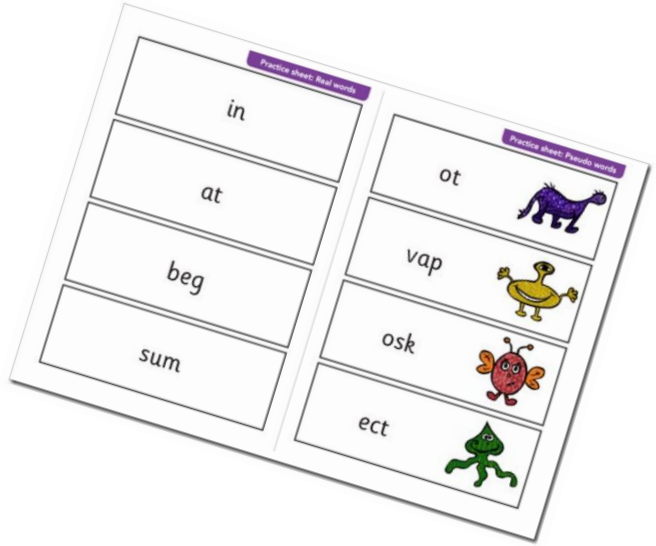
English is a fundamental aspect of a person's education and their wider lives. It is a truly essential subject, which is actually too broad an aspect to think of merely as a subject area, to do this would be a disservice and missed opportunity within the curriculum. It has a fluidity as a set of skills that means it links deeply and embeds within all that we need to do, to think, to communicate and to understand. Without a high-quality education in English, there is not only the risk of barriers to learning but ultimately of barriers to life as Ludwig Wittgenstein said "The limits of my language are the limits of my world." Our aim is to spark a life-long love in our children for the spoken and written word, while also promoting and developing a high standard of language and literacy that enables us to instruct, guide and prepare children to have their own strong command of the spoken and written word. Our hope is to inspire our children to see the world of possibilities that is opened up to them and the enjoyment that can be brought through reading for enjoyment, writing and speaking that will stay with them into their adult lives.

We believe that every child should have the opportunity to develop key English skills, which will ultimately enable them to become fluent readers and writers who read to not only research and acquire information but for pleasure and doing so often. We understand that to achieve this our pupils need to develop a wide-ranging vocabulary and build a firm understanding of the grammatical and linguistic conventions needed to communicate effectively, accurately and coherently when reading, writing and speaking. We structure learning opportunities to allow the knowledge and skills to be acquired and practised repeatedly and systematically so that all pupils can demonstrate this with increasing understanding, accuracy, competency and confidence over time. Research from Rosenshine and Deans for Impact 'The Science of Learning' shows that this is crucial to enable children to think and work at a much deeper level. As children move through school, we model and explore how to adapt their language styles to a range of contexts, purposes and audiences to enable them to become highly effective communicators who can communicate intellectually, use discussion in order to learn, elaborate and explain their thinking and ideas clearly and can demonstrate to others and participate actively in debates.

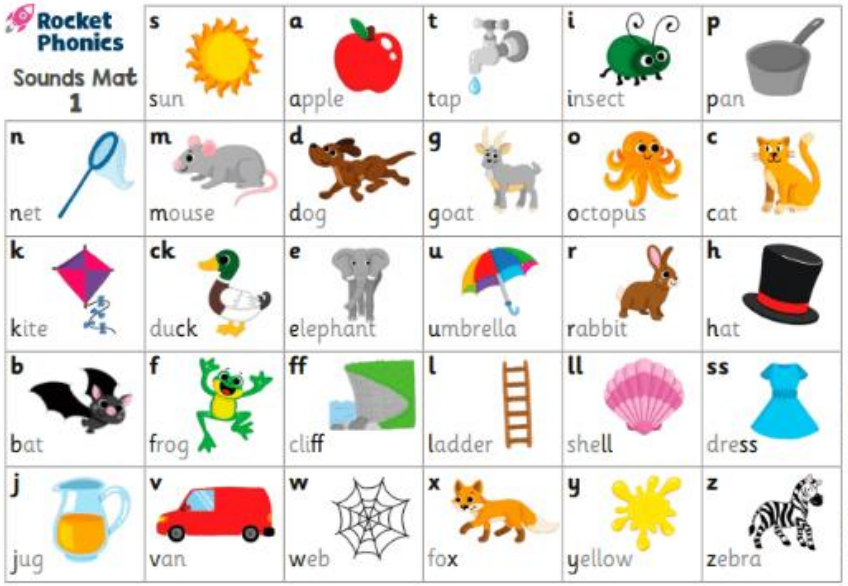
Phonics – Rising Stars













Nursery - Rocket Phonics First Steps

Rocket Phonics First Steps lays the foundations of phonics and literacy development. It is a language development programme that features phonological awareness and early phonics exposure as well as rich speech and language models. The programme's ethos is exposure and experiences without expectations. We provide young children with exposure to a wealth of phonics and literacy experiences, but we do not place unrealistic expectations on them to remember or use the knowledge and skills we teach.

Providing a systematic and thorough programme of teaching for such young children could be seen as controversial but the intention of Rocket Phonics First Steps is to complement your holistic Early Years curriculum, not to replace it. We know that you will be providing an abundance of child initiated discovery learning and play alongside the gently adult-led and guided First Steps sessions. There is no expectation that children at nursery age will be able to identify letter-sounds, although many will amaze you with their engagement and recollection. Young children naturally show interest in the letters and words around them and if this interest is not nurtured children can develop unhelpful habits such as starting to read by memorising whole words, writing in capital letters only, forming letters incorrectly and saying letter names instead of sounds. These habits can be difficult to undo later.

In Rocket Phonics First Steps the primary objective is not to teach reading and writing. First Steps lays the foundations ready for reading and writing by ensuring children can hear and say sounds. For this reason, the order of teaching in First Steps follows children's natural speech development. Children typically master the production of sounds m, b, p, d, n, t and k before they get to grips with l, j, ch, s, v, sh and z.

Phase 1 Aspects Activities - Environmental Sounds

Listening walk: Remind children about how to listen well (keep quiet, have ears and eyes ready). Take children for a listening walk around the nursery premises or local park. Pause and encourage them to close their eyes and identify the sounds they hear. After the listening walk, make a list of the sounds children can remember.

Sound effects storytime: read stories that includes lots of sounds or opportunities to add sound effects. For example, stories about animals or vehicles. Pause regularly and repeat sounds, or add your own to enhance the story.

Time to drum: Encourage children to use wooden spoons to tap and stroke suitable items in the outdoor area. For example, a wooden fence, brick wall, metal trike, empty terracotta plant pots. Ask each child to demonstrate their favourite sound for the rest of the group.

What's in the box?: Place various noisy items in a medium-sized box in front of the children. Discuss the sound each item makes and what the item is called. For example, crisp packet, keys, squeaky toy, shaker. Sing to the tune of 'Old MacDonald' but substitute with your own name:
[Insert name] has a box, e i e i o
And in that box I have a …
Pause and move one of the items in the box, out of sight, to make a noise. The children guess the item. Repeat.

Getting closer: One child (the rescuer) is taken aside whilst you hide a soft toy or similar item in the room. Sing a song with the rest of the children to guide the rescuer to find the toy. Sing loudly when the rescuer is near the toy, and sing quietly if they move further away.

Sing 'Old MacDonald':
Old MacDonald had a farm, e i e i o
And on that farm he had a cow, e i e i o
With a moo, moo here and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo
Repeat using different animal noises.

Shake it: Part-fill different durable containers with items that will make a noise when shaken. For example, gravel, marbles, shells, coins, buttons. Ask the children to shake the containers and listen to the noises. Talk about what the items inside are called and compare the noises. Which made the loudest noise? Which noise did they like most?

Sounds we like: Make a large poster (or use the whiteboard) to display pictures of the sounds children do and don't like. Split the poster into two halves and add a title on each side: 'Sounds we like' and 'Sounds we don't like'. Provide a series of pictures that children can talk about, sort and stick to the poster. For example, stormy weather, barking dogs, car horns, babies crying, musical instruments, cows mooing, birds singing, people singing.

Phase 1 Aspects Activities - Instrumental Sounds

Guess the instrument: Behind a screen or out of the children's eyeline, use a variety of musical instruments to make sounds or play pre-recorded audio clips of a variety of instruments. Ask the children to guess what instrument you are playing. They could respond by selecting a picture showing the instrument. You could show two pictures and ask them to select the correct one.

Follow the leader: Children sit in a circle. One child starts the game by shaking or tapping an instrument. The instrument is then passed around the circle and each child attempts to make the same sound or pattern of sounds as the leader. Repeat.

Story sounds: Encourage children to participate in storytelling by playing instruments to accompany sounds in the story. For example, drumming to sound like a giant's footsteps; shaking a tambourine to show a bird flapping its wings. Invite children to make their own suggestions for different characters. Children could each be responsible for a different sound within a story.

Make music: Give children an assortment of musical instruments and let them experiment with making different sounds. Discuss the sounds each instrument makes. Ask children to say which instrument they enjoyed playing and encourage them to say why.

Animal sounds: Provide a selection of instruments and a range of animal toys or pictures. Encourage children to explore the instruments. Ask them to think about which instrument makes a sound that could represent each animal. Ask them to choose an animal and demonstrate a suitable sound using one of the instruments available.

Hidden instruments: Hide a selection of instruments around the setting, both indoors and outdoors. Ask the children to search for the instruments. As each instrument is discovered, ask the finder to practise making sounds using the instrument. When all the instruments have been found, gather together and ask children to show the group their instrument, demonstrating the sounds it can make.

Copy that rhythm: Create a simple rhythm with a musical instrument and ask the children to try and repeat it. They could repeat it using the same musical instrument, a different instrument or by clapping, tapping or humming.

Grandmother's footsteps: Agree with the children the movement represented by various instruments. For example, a shaker for running on tip-toe; a triangle for taking delicate steps; a drum for stomping. Grandmother (an adult to demonstrate but then could be a child) stands with her back to the others and plays an instrument. Upon hearing the instrument, the children move towards Grandmother using the movement agreed to match the instrument. They stop moving when the instrument stops. The first person to reach Grandmother takes over that role and the game repeats.

Phase 1 Aspects Activities – Body Percussion

Simon Says: Explain the game 'Simon Says' to the children. When you give a command starting with 'Simon says …' tell children they should do the action. When you give a command but you do not start by saying, 'Simon says …' tell children they should not do the action. Play a version of Simon Says with body percussion commands, such as 'Simon says, clap your hands,' 'Simon says, stamp your feet.'

Roly poly: Sing the rhyme with the actions – rolling hand over hand in front of you, as in the song 'Wind the bobbin' up'. Increase the speed of the action as you increase the speed of the rhyme.
Ro … ly … po … ly … ever … so … slowly.
Ro … ly … poly faster.
Add in new verses, such as:
Clap … your … hands … ever … so … slowly.
Clap … your hands faster.

Follow the leader: Make sounds using parts of the body (clapping, stomping, clicking) and have the children copy the sound. Select different children to take a turn as the leader. Increase the complexity of the game by using different body percussion sounds in the same sequence. For example, stamp, stamp, clap, clap, click.

Noisy neighbour: Tell a story about a noisy neighbour and encourage the children to join in. Start the story by saying, *Early in the morning we were all fast asleep when we suddenly heard a noise coming from next door!* Ask the children to close their eyes as if sleeping, then open them in surprise. Make a noisy neighbour noise, for example, snoring, brushing teeth, eating breakfast, yawning, stamping feet. Then say to the children, *Wake up children! What is that noise?* Ask children to say what the noise is, then encourage them to join in with you as you say, *Noisy neighbour, please be quiet. We are trying to sleep!* Repeat with other noises.

Action songs: Add body percussion sounds when singing songs and nursery rhymes. Encourage children to participate by clapping, clicking, tapping or stamping along with the beat. Ask children to make suggestions about which sounds could accompany the songs and rhymes you use.

The Pied Piper: Tell the story of the Pied Piper of Hamelin. Choose a child to play the role of the Pied Piper. The Piper plays an instrument and show the children a movement to copy. The rest of the group copies the movement and then follows behind the Piper. The Piper leads the children around the indoor and outdoor space, marching, skipping and hopping – varying the pace. The teacher closely supervises and gives a commentary throughout, introducing and modelling new words. For example, *Off we go, follow the Pied Piper. Look! He is marching briskly, getting a bit faster as we head outdoors. Now he is stepping sluggishly and slowly with deep strides.*

Phase 1 Aspects Activities – Rhythm and Rhyme

Rhyme time: Read out rhyming books, poems or sing rhyming songs. Encourage children to fill in the final rhyming words in a verse or line.

Rhyming soup: With children sitting in a circle, show a selection of rhyming objects or pictures. Use a large mixing bowl and a spoon as props to act out the song. Invite children in turn to choose an object and place it in the bowl. After each item is added, stir the soup and sing the following song with an increasingly long list of ingredients. You could use the tune of the traditional rhyme, 'Pop Goes the Weasel'.
I'm making lots of silly soup; I'm making soup that's silly. I'm going to cook it in the fridge, to make it nice and chilly. In goes … a cat … a hat … a tap … and a map!

Match it: Provide a selection of pictures of objects, including many that rhyme, and ask children to sort and match the items. For example, flag/bag, tap/map, hat/cat.

Odd one out: Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the children to identify the 'odd one out': the name that does not rhyme. Start with a small set of words that can then be extended. The children need to be familiar with rhyming word families before they can use them in a game.

Syllable claps: Provide a selection of objects or pictures of objects that have multi-syllable names. For example, football, dinosaur, pencil, jumper, butterfly, tambourine. Talk about each of the items. Ask children to repeat the names and check that children understand what each item is. Then clap the syllables as you say the words and encourage children to join in with you.

Rhyming pairs: In a pairs game, use pictures of objects with names that rhyme. The children take it in turns to turn two cards over. They keep the cards if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. The children need to be familiar with rhyming word families before they can use them in a game.

Rhyming puppets: Make up silly rhyming names for a pair of puppets. For example, Fizzy Wizzy Lizzy and Hob Tob Bob. Introduce the puppets to a small group and invite them to join in storytelling, leaving gaps for the children to fill in rhyming words. For example, *Are you poorly, Lizzy? Oh dear. Fizzy Wizzy Lizzy is feeling sick and … dizzy. Bob is very excited. Today he is going to be a builder. Hob Tob Bob has got a new … job.*

I know a word: Throughout the course of daily activities, encourage the children to think about and play with rhyming words. The adult begins with the prompt, *I know a word that rhymes with cat, you need to put one on your head and the word is … hat*. This can be used for all sorts of situations and with some children's names: *I know a girl who is holding a dolly, she is in the corner and her name is … Molly*. As children become familiar with rhyme, they will supply the missing word themselves.

Phase 1 Aspects Activities – Alliteration

Making alien names: Before the activity begins, think of some strange names for alien creatures. The alien names should be strings of non-words with the same initial sound. For example, *Ping pang poo pop, Mig mog mully mo, Fo fi fandle fee*. Write them down as a reminder. Talk to the children about the names and help them to imagine what the strange creatures might look like. Provide creative or construction materials for the children to make their own alien. Make the alliteration pattern clearer by emphasising the initial sound of an alien's name. Draw the children's attention to the way you start each word with the shape of your lips, teeth and tongue.

Mirror play: Provide a mirror for each child or one large enough for the group to gather in front of. Play at making faces and copying the movements of the lips and tongue. Introduce sound making in the mirror and discuss the way lips move, for example, when sounding out /p/ and /b/, the way that the tongue pokes out for /th/, the way teeth and lips touch for /f/ and the way lips shape the sounds /sh/ and /m/.

Digging for treasure: Collect sets of objects suitable for use in the sand tray. Each set of objects must have names beginning with the same initial sound. Choose initial sounds for each set that sound very different from one another. Bury the objects in preparation for the session. As the children uncover the treasure, group the objects by initial sound, and each time another is added recite the content of that set: *Wow! You've found a car. Now we have a cup, a cow, a candle and a car.*

Tarek's busy day: Use a toy train and selection of objects. Use the props to act out a story with the train. Encourage children to join in with the story as they become more familiar with it. *It was a busy day for Tarek the train. He had lots of packages to deliver. He hadn't gone very far when he saw something up ahead. There on the track lay a big brown bear, fast asleep.* I had better warn the others, *thought Tarek and so he hurried back to the station. 'Whatever is the matter?' said the other engines. 'Toot, toot, mind the … big brown bear' panted Tarek. 'He's fast asleep on the track.'*
'Thank you,' said the engines. Repeat the story using different items on the track.

Musical corners: Put a chair in each corner of the room, or outdoors. Collect four sets of objects, each set containing objects with names that start with the same sound. (Four different initial sounds are represented.) Keep back one object from each set and place the remaining sets on each of the four chairs. At first, the children sit in a circle or facing you. Name each of the four sets of objects, giving emphasis to the initial sound. Explain that now there will be music to move around or dance to, and that when the music stops, the children are to listen. You will show them an object and they should go to the corner where they think it belongs.

Sounds around: Make sure that word play with initial sounds is commonplace. Include lots of simple tongue twisters to ensure that children enjoy experimenting with words that are alliterative. Use opportunities as they occur incidentally to make up tongue twisters by using children's names, or objects that are of particular interest to them. For example, David's dangerous dinosaur; Millie's marvellous magic mittens.

Phase 1 Aspects Activities – Voice Sounds

Mouth movements: Explore different mouth movements with children – blowing, sucking, tongue stretching and wiggling. Practising these movements regularly to music can be fun and helps children with their articulation.

Making trumpets: Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones. Model sounds for the children: the up and down wail of a siren; the honk of a fog horn; a peep, peep, peep of a bird. Contrast loud and soft sounds. Invite the children to share their favourite sound for the rest of the group to copy. Use trumpets to sound out phonemes that begin each child's name.

Chain games: Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. *eeeeeee*). The next person repeats the sound and continues as the next person joins in, to form a chain. The sound gets passed as far round the circle as possible. Start again when the chain is broken.

Robot Raj: Encourage a small group of children to sit in a circle or facing the front so they can see you and Robot Raj (e.g. a classroom toy or picture). Have ready a bag of pictures of objects, for example, a cat, dog, mug and sock. Sound out and blend the phonemes in the objects' names. Ask each child to take out a picture or an object from the bag. Hold the picture up and tell the group that Robot Raj is a robot and so he talks with a robot voice. Ask the children to name the object as Robot Raj would. Demonstrate it for the children in a robotic voice, e.g. 'c-a-t'. Pretend to feed the object or picture to Robot Raj. Encourage the group to listen to you first and then join in as you say the word, exaggerating the sound of each phoneme. Follow this by blending the phonemes to make the word.

Whose voice?: Record some children talking whilst they are busy with a freely-chosen activity and play the recording to a larger group. Can the children identify each other's voices? Create a 'talking book' for the group or class with photographs of each child and help them to record their own voice message: *My name is… , I like singing,* etc.

Target sounds: Give each child a target sound to put into a story when they hear a particular word or character (e.g. make a /ch/ sound when they hear the word 'train'). Start with a single sound that the small group of children can make together when they hear a target word. Be prepared to prompt initially and leave pauses in your reading to make it obvious where sounds are required.

Watch my sounds: Provide small mirrors for the children to observe their faces, lips, teeth and tongue as they make different speech sounds and experiment with their voices. Provide home-made megaphones in the outside area so the children can experiment with different speech sounds and their volume.

Letter-sound hop: Turn your room or outdoor space into a giant board game. Use pieces of paper or card to create stepping stones. Write a letter on each stepping stone. With support, children roll a dice, take the rolled number of hops, then say the sound that they land on.

Ideas for provision

- Song banks and themed toys
- Playing instruments
- Making instruments
- Animal/environmental sound games
- Sorting sounds
- Using voices to mimic sounds
- Matching sounds/rhyming words
- Sound walks
- Alliteration games
- Story sacks and instruments

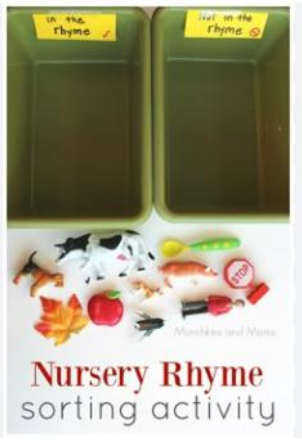


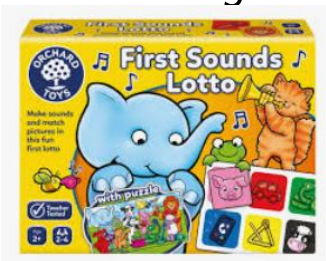






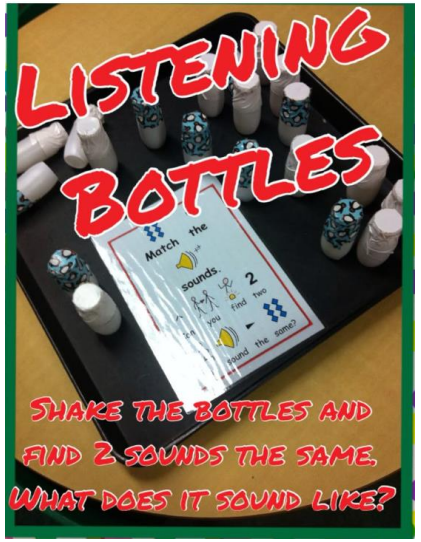




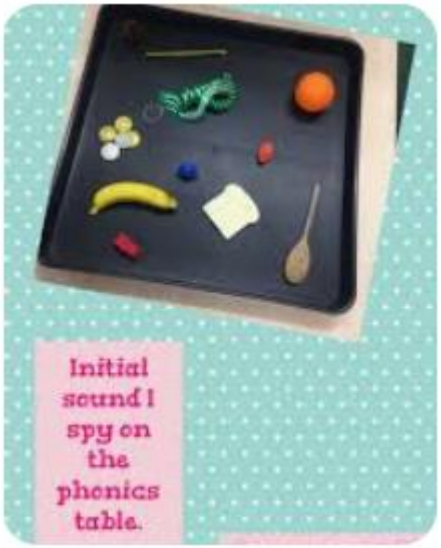


















Lesson/Activity Sequencing
Speech sounds activities

Each week children will take part in activities where they will:-

- Be introduced to a speech sound using a flashcard and picture.
- Be introduced to vocabulary that begins with that speech sound.
- Have a 'memory hook' physical activity linked to the speech sound.
- Learn a ditty linked to the speech sound.
- Learn a Nursery Rhyme linked to the speech sound.
- Work through hearing part of a story that focuses page by page on a speech sound with items to name that begin with that speech sound on the page.
- Play speech sound activity games.

WEEK 1

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Welcome to *Rocket Phonics First Steps!*	• Puppet or soft toy • Flashcard 1 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 4–5	phonics, sounds, letters, May, Max, nursery, book, listening, looking, speaking	New phonics ditty: /m/ as in mouse *Where is the mouse? Where is the mouse?* *In the little house, in the little house.*
Teach Introduce /m/ as **m** Hear and say /m/	• Flashcard 1 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 4–5	mouse, monkey, mug, moth, mat, moon	Phonics ditty: /m/ as in mouse
Practise Hear and say /m/	• Flashcard 1 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 4–5	mouse, monkey, mug, moth, mat, moon, meerkat	Phonics ditty: /m/ as in mouse New nursery rhyme: 'Hickory Dickory Dock'

Physical Memory Hook - Use a mouse wind up toy and say move, move, move the mouse making the mouse run along the floor towards a child, repeat for other children.

WEEK 2

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcard 1 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 4–5	mouse, monkey, mug, moth, mat, moon	Phonics ditty: /m/ as in mouse Nursery rhyme: 'Hickory Dickory Dock'
Teach Introduce /p/ as **p** Hear and say /p/	• Flashcards 1–2 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 6–7	pan, pear, penguin, purse, parrot, peas, pavement	New phonics ditty: /p/ as in pan *Popcorn in the pan, popcorn in the pan.* *Listen to the p-p-p-popping in the pan.*
Practise Hear and say /p/	• Flashcards 1–2 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 6–7	pan, pear, penguin, purse, parrot, peas, pavement, paint pot	Phonics ditty: /p/ as in pan New nursery rhyme: 'Polly Put the Kettle On'

Physical Memory Hook - Use bubble mixture and a bubble wand, blow bubbles and say Pop, Pop, Pop the bubbles. Encourage children to join in with popping the bubbles saying pop, pop, pop!

WEEK 3

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–2 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 6–7	pan, pear, penguin, purse, parrot, peas, pavement	Phonics ditty: /p/ as in pan Nursery rhyme: 'Polly Put the Kettle On'
Teach Introduce /b/ as **b** Hear and say /b/	• Flashcards 1–3 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 8–9	bat, balloon, bear, button, brown, blue, books, bubbles, bananas	New phonics ditty: /b/ as in bat *Bat loves to play, bat loves to play.* *Awake at night but asleep all day.*
Practise Hear and say /b/	• Flashcards 1–3 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 8–9	bat, balloon, bear, button, brown, blue, books, bubbles, bananas, bike	Phonics ditty: /b/ as in bat New nursery rhyme: 'The Bear Went Over the Mountain'

Physical Memory Hook – Blowing up a balloon and letting it go – say Blow, Blow, Blow the balloon. Let the balloon go around the children and repeat.

WEEK 4

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–3 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 8–9	bat, balloon, bear, button, brown, blue, books, bubbles, bananas	Phonics ditty: /b/ as in bat Nursery rhyme: 'The Bear Went Over the Mountain'
Teach Introduce /n/ as **n** Hear and say /n/	• Flashcards 1–4 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 10–11	net, nest, nine, newt, nurse, nettles	New phonics ditty: /n/ as in net *Scoop the net, scoop the net.* *What did you get in your net?*
Practise Hear and say /n/	• Flashcards 1–4 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 10–11	net, nest, nine, newt, nurse, nettles, noodles	Phonics ditty: /n/ as in net New nursery rhyme: 'One, Two, Three, Four, Five, Once I Caught a Fish Alive'

Physical Memory Hook – Make some NOISE with the noisy talking parrot.

WEEK 5

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–4 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 10–11	net, nest, nine, newt, nurse, nettles	Phonics ditty: /n/ as in net Nursery rhyme: 'One, Two, Three, Four, Five, Once I Caught a Fish Alive'
Teach Introduce /t/ as **t** Hear and say /t/	• Flashcards 1–5 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 12–13	tap, tomato, tyre, tiger, train, tomatoes, teddy, track	New phonics ditty: /t/ as in tap *Tap, tap, tap starts to drip, drip, drip.* *Turn it and twist it, quick, quick, quick.*
Practise Hear and say /t/	• Flashcards 1–5 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 12–13	tap, tomato, tyre, tiger, train, tomatoes, teddy, track, turtle	Phonics ditty: /t/ as in tap New nursery rhyme: 'Teddy Bear Teddy Bear'

Physical Memory Hook – Moving around like a tortoise, tiger etc.

WEEK 6

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–5 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 12–13	tap, tomato, tyre, tiger, train, tomatoes, teddy, track	Phonics ditty: /t/ as in tap Nursery rhyme: 'Teddy Bear, Teddy Bear'
Teach Introduce /d/ as **d** Hear and say /d/	• Flashcards 1–6 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 14–15	dog, door, dinosaur, donkey, ducks, dragonfly, daisies	New phonics ditty: /d/ as in dog *Dashing dog, darts here and there.* *See dashing dog run everywhere.*
Practise Hear and say /d/	• Flashcards 1–6 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 14–16	dog, door, dinosaur, donkey, ducks, dragonfly, daisies	Phonics ditty: /d/ as in dog New nursery rhyme: 'Five Little Ducks Went Swimming One Day'

Physical Memory Hook – Say dart, dragonfly, dart – wind up/elastic band release dragonfly to fly around the room.

WEEK 7

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–6 • IWB Big Book A Episode 1: *May and Max Start Nursery*, pages 14–16	dog, door, dinosaur, donkey, ducks, dragonfly, daisies	Phonics ditty: /d/ as in dog Nursery rhyme: 'Five Little Ducks Went Swimming One Day'
Teach Introduce /w/ as **w** Hear and say /w/	• Flashcards 1–7 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 18–19	web, worm, watermelon, windmill, wings, wheel, watch, window	New phonics ditty: /w/ as in web *Weave a silky web, weave a silky web.* *Watch as the spider weaves a silky web.*
Practise Hear and say /w/	• Flashcards 1–7 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 18–19	web, worm, watermelon, windmill, wings, wheel, watch, window, watering can	Phonics ditty: /w/ as in web New nursery rhyme: 'The Wheels on the Bus'

Physical Memory Hook – WAKE UP Max! Max keeps falling to sleep and the children need to wake him up!

WEEK 8

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–7 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 18–19	web, worm, watermelon, windmill, wings, wheel, watch, window	Phonics ditty: /w/ as in web Nursery rhyme: 'The Wheels on the Bus'
Teach Introduce /h/ as **h** Hear and say /h/	• Flashcards 1–8 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 20–21	hat, hen, hoop, horse, house, hedge	New phonics ditty: /h/ as in hat *Hat on your head, hat on your head.* *Can you put the hat on top of your head?*
Practise Hear and say /h/	• Flashcards 1–8 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 20–21	hat, hen, hoop, horse, house, hedge, helicopter	Phonics ditty: /h/ as in hat New nursery rhyme: 'Horsey, Horsey, Don't You Stop'

Physical Memory Hook – Hop Little Bunnies Hop, hop, hop song on YouTube

WEEK 9

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–8 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 20–21	hat, hen, hoop, horse, house, hedge	Phonics ditty: /h/ as in hat Nursery rhyme: 'Horsey, Horsey, Don't You Stop'
Teach Introduce /k/ as **c** and **k** Hear and say /k/	• Flashcards 1–9 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 22–23	cat, kite, carrot, cupcake, koala, kitten, cake, carton, cup, cushion	New phonics ditties: /k/ as in cat *Cosy cat, so soft and small.* *Lying on a cushion, curled in a ball* /k/ as in kite *Kite in the sky, kite in the sky, see it flutter and fly on by*
Practise Hear and say /k/	• Flashcards 1–9 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 22–23	cat, kite, carrot, cupcake, koala, kitten, cake, carton, cup, cushion, crab	Phonics ditties: /k/ as in cat and /k/ as in kite New nursery rhyme: 'Pat-a-Cake, Pat-a-Cake,

Physical Memory Hook – Catch and kick the beach ball

WEEK 10

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 1–9 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 22–23	cat, kite, carrot, cupcake, koala, kitten, cake, carton, cup, cushion	Phonics ditties: /k/ as in cat and /k/ as in kite Nursery rhyme: 'Pat-a-Cake, Pat-a-Cake, Baker's Man'
Tuesday	Teach Introduce /g/ as **g** Hear and say /g/	• Flashcards 1–10 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 24–25	goat, grapes, guitar, gorilla, gift, Grandpa, goldfish	New phonics ditty: /g/ as in goat *Goat in the grass, goat in the grass, chewing and munching the sweet green grass*
Wednesday	Practise Hear and say /g/	• Flashcards 1–10 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 24–25	goat, grapes, guitar, gorilla, gift, Grandpa, goldfish	Phonics ditty: /g/ as in goat New nursery rhyme: 'Girls and Boys Come Out to Play'

Physical Memory Hook – G-G-G-GO! For different actions

WEEK II

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–10 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 24–25	goat, grapes, guitar, gorilla, gift, Grandpa, goldfish, gate	Phonics ditty: /g/ as in goat Nursery rhyme: Girls and Boys Come Out to Play
Teach Introduce /f/ as **f** Hear and say /f/	• Flashcards 1–11 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 26–27	frog, fly, flowers, flamingo, flying, fork	New phonics ditty: /f/ as in frog *Flip, flop, fidgety frog.* *Will you flop down onto the log?*
Practise Hear and say /f/	• Flashcards 1–11 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 26–27	frog, fly, flowers, flamingo, flying, fork, fish	Phonics ditty: /f/ as in frog New nursery rhyme: 'Five Little Speckled Frogs'

Physical Memory Hook – Frog-in-a-box – Ready, Steady, FROG!

WEEK 12

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–11 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 26–27	frog, fly, flowers, flamingo, flying, fork	Phonics ditty: /f/ as in frog Nursery rhyme: 'Five Little Speckled Frogs'
Teach Introduce /s/ as **s** Hear and say /s/	• Flashcards 1–12 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 28–29	sun, sunglasses, spade, snake, sunset, spider, sky, skipping	New phonics ditty: /s/ as in sun *Sun, sun, sun, up so high.* *Like a big yellow ball, in the sky*
Practise Hear and say /s/	• Flashcards 1–12 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 28–30	sun, sunglasses, spade, snake, sunset, spider, sky, skipping, sandcastle	Phonics ditty: /s/ as in sun New nursery rhyme: 'Incy Wincy Spider'

Physical Memory Hook – Say snake goes ssss, ssss, ssss – have a toy snake that moves from side to side./flour through a sieve to make it snow while playing let it go!

WEEK 13

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 1–12 • IWB Big Book A Episode 2: *May and Max Visit Grandpa*, pages 28–30	sun, sunglasses, spade, snake, sunset, spider, sky, skipping	Phonics ditty: /s/ as in sun Nursery rhyme: 'Incy Wincy Spider'
Teach Introduce /a/ as **a** Hear and say /a/	• Flashcards 2–13 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 4–5	apple, alligator, abacus, astronaut, ants, animals	New phonics ditty: /a/ as in apple *Apple in my hand, apple in my hand.* *Sweet and crunchy, apple in my hand.*
Practise Hear and say /a/	• Flashcards 2–13 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 4–5	apple, alligator, abacus, astronaut, ants, animals	Phonics ditty: /a/ as in apple New nursery rhyme: 'The Animal Fair'

Physical Memory Hook – Alligator snap – Make arms into an alligator mouth and hit hands together to snap.

WEEK 14

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 2–13 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 4–5	apple, alligator, abacus, astronaut, ants, animals	Phonics ditty: /a/ as in apple Nursery rhyme: 'The Animal Fair'
Teach Introduce /i/ as **i** Hear and say /i/	• Flashcards 3–14 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 6–7	insect, ink, igloo, iguana, itch	New phonics ditty: /i/ as in insect *Insects in the air, insects on the ground.* *Look at the insects moving all around!*
Practise Hear and say /i/	• Flashcards 3–14 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 6–7	insect, ink, igloo, iguana, itch, impala	Phonics ditty: /i/ as in insect New nursery rhyme: 'Five Little Iguanas'

Physical Memory Hook – Ink wash – Use the visualiser and have a large i in crayon on a piece of paper and ink wash over the top with different colours to make i appear

WEEK 15

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 3–14 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 6–7	insect, ink, igloo, iguana, itch	Phonics ditty: /i/ as in insect Nursery rhyme: 'Five Little Iguanas'
Teach Introduce /e/ as **e** Hear and say /e/	• Flashcards 4–15 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 8–9	elephant, eggs, envelope, emerald, elbow, excited	New phonics ditty: /e/ as in elephant *Elephant so grand, march across the land.* *Swing your trunk, oh elephant so grand!*
Practise Hear and say /e/	• Flashcards 4–15 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 8–9	elephant, eggs, envelope, emerald, elbow, excited, elk	Phonics ditty: /e/ as in elephant New nursery rhyme: 'Down in the Jungle'

Physical Memory Hook – Egg rolling down a builders tray

WEEK 16

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 4–15 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 8–9	elephant, eggs, envelope, emerald, elbow, excited	Phonics ditty: /e/ as in elephant Nursery rhyme: 'Down in the Jungle'
Teach Introduce /o/ as **o** Hear and say /o/	• Flashcards 5–16 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 10–11	octopus, orange, olives, okra, ostrich	New phonics ditty: /o/ as in octopus *Octopus, octopus, arms everywhere.* *Wriggle them here and wriggle them there.*
Practise Hear and say /o/	• Flashcards 5–16 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 10–11	octopus, orange, olives, okra, ostrich, orangutan	Phonics ditty: /o/ as in octopus New nursery rhyme: 'Oranges and Lemons'



Physical Memory Hook – Make an orange octopus using a tube of orange paper.

WEEK 17

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 5–16 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 10–11	octopus, orange, olives, okra, ostrich	Phonics ditty: /o/ as in octopus Nursery rhyme: 'Oranges and Lemons'
Teach Introduce /u/ as **u** Hear and say /u/	• Flashcards 6–17 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 12–13	umbrella, up, unlock, unhappy, under	New phonics ditty: /u/ as in umbrella *Open up the umbrella and all get under.* *Here comes the rain and the rumbling thunder.*
Practise Hear and say /u/	• Flashcards 6–17 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 12–13	umbrella, up, unlock, unhappy, under	Phonics ditty: /u/ as in umbrella New nursery rhyme: 'Doctor Foster Went to Gloucester'

Physical Memory Hook – Play singing in the rain and dance with imaginary umbrellas.

WEEK 18

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 6–17 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 12–13	umbrella, up, unlock, unhappy, under	Phonics ditty: /u/ as in umbrella Nursery rhyme: 'Doctor Foster Went to Gloucester'
Teach Introduce /ai/ as **ai** Hear and say /ai/	• Flashcards 7–18 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 14–15	train, chain, snail, paint, tail, rainbow, rain	New phonics ditty: /ai/ as in train *Choo, choo, choo! Train, train, train.* *We like to ride the choo-choo train!*
Practise Hear and say /ai/	• Flashcards 7–18 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 14–16	train, chain, snail, paint, tail, rainbow, rain, daisy	Phonics ditty: /ai/ as in train New nursery rhyme: 'Rain, Rain, Go Away'

Physical Memory Hook – Pour water through a sieve over an umbrella to make it rain.

WEEK 19

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 7–18 • IWB Big Book B Episode 1: *May and Max Share a Story*, pages 14–16	train, chain, snail, paint, tail, rainbow, rain	Phonics ditty: /ai/ as in train Nursery rhyme: 'Rain, Rain, Go Away'
Teach Introduce /ee/ as **ee** Hear and say /ee/	• Flashcards 8–19 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 18–19	bee, tree, cheese, eel, sheep, feet	New phonics ditty: /ee/ as in bee *Busy little bee flies from tree to tre.* *Buzz, buzz, buzz, busy little bee.*
Practise Hear and say /ee/	• Flashcards 8–19 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 18–19	bee, tree, cheese, eel, sheep, feet, beetle	Phonics ditty: /ee/ as in bee New nursery rhyme: 'Little Bo Peep'

Physical Memory Hook – Sing and dance to busy busy bumblebees song – pretend to be bees flying around Nursery to the flowers.

WEEK 20

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 8–19 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 18–19	bee, tree, cheese, eel, sheep, feet	Phonics ditty: /ee/ as in bee Nursery rhyme: 'Little Bo Peep'
Teach Introduce /igh/ as **igh** Hear and say /igh/	• Flashcards 9–20 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 20–21	light, tights, lightning, highlighter, night, fright	New phonics ditty: /igh/ as in light *Star light, star bright.* *Sparkle and shine in the dark, dark night.*
Practise Hear and say /igh/	• Flashcards 9–20 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 20–21	light, tights, lightning, highlighter, night, fright, knight	Phonics ditty: /igh/ as in light New nursery rhyme: 'Twinkle, Twinkle, Little Star'

Physical Memory Hook – Pull down the blinds and turn of the lights – play with different light up toys – say ready, steady, LIGHT!

WEEK 21

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 9–20 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 20–21	light, tights, lightning, highlighter, night, fright	Phonics ditty: /igh/ as in light Nursery rhyme: 'Twinkle, Twinkle, Little Star'
Teach Introduce /oa/ as **oa** Hear and say /oa/	• Flashcards 10–21 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 22–23	boat, coat, soap, toad	New phonics ditty: /oa/ as in boat *Row the boat, row the boat.* *Row, row, row!*
Practise Hear and say /oa/	• Flashcards 10–21 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 22–23	boat, coat, soap, toad, goat	Phonics ditty: /oa/ as in boat New nursery rhyme: 'Row, Row, Row Your Boat'

Physical Memory Hook – Make soap bubble snakes and say make a soap snake, make a soap snake.



WEEK 22

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 10–21 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 22–23	boat, coat, soap, toad, goat	Phonics ditty: /oa/ as in boat Nursery rhyme: 'Row, Row, Row Your Boat'
Teach Introduce /or/ as **or** Hear and say /or/	• Flashcards 11–22 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 24–25	fork, torch, corn, stork, tortoise, short, fort, horn	New phonics ditty: /or/ as in fork *Hold the fork, hold the fork.* *Bring the fork to your mouth and eat your dinner.*
Practise Hear and say /or/	• Flashcards 11–22 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 24–25	fork, torch, corn, stork, tortoise, short, fort, horn	Phonics ditty: /or/ as in fork New nursery rhyme: 'This is the Way We Ride Our Trikes'

Physical Memory Hook – Sweetcorn paint roll – Use the visualiser, dip the corn into paint and roll it across the paper to make a pattern.

WEEK 23

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 11–22 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 24–25	fork, torch, corn, stork, tortoise, short, fort, horn	Phonics ditty: /or/ as in fork Nursery rhyme: 'This is the Way We Ride Our Trikes'
Teach Introduce short /oo/ as **oo** Hear and say /oo/	• Flashcards 12–23 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 26–27	book, wood, cookie, wool, wooden, hook	New phonics ditty: /oo/ as in book *Open up a book, and take a little look.* *Let's open up that book and take a good look!*
Practise Hear and say short /oo/	• Flashcards 12–23 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 26–27	book, wood, cookie, wool, wooden, hook, hood	Phonics ditty: /oo/ as in book New nursery rhyme: 'Who Took the Cookie from the Cookie Jar?'

Physical Memory Hook – Egg race with a wooden spoon

WEEK 24

Teaching focus	Resources	Vocabulary	Rhymes and ditties
Revisit and review Can you remember?	• Flashcards 12–23 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 26–27	book, wood, cookie, wool, wooden, hook	Phonics ditty: /oo/ as in book Nursery rhyme: 'Who Took the Cookie from the Cookie Jar?'
Teach Introduce long /oo/ as **oo** Hear and say /oo/	• Flashcards 13–24 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 28–29	moon, stool, boots, spoon, broom, goose	New phonics ditty: /oo/ as in moon *I spy the moon, the beautiful moon.* *Can you spot the moon, the beautiful moon?*
Practise Hear and say long /oo/	• Flashcards 13–24 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 28–30	moon, stool, boots, spoon, broom, goose	Phonics ditty: /oo/ as in moon New nursery rhyme: 'Hey Diddle Diddle'

Physical Memory Hook – Foam rocket launcher – count down from 10 and zoom to the moon!

WEEK 25

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 13–24 • IWB Big Book B Episode 2: *May and Max Help a Duckling*, pages 28–30	moon, stool, boots, spoon, broom, goose	Phonics ditty: /oo/ as in moon Nursery rhyme: 'Hey Diddle Diddle'
Tuesday	Teach Introduce /y/ as **y** Hear and say /y/	• Flashcards 14–25 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 4–5	yellow, yo-yo, yogurt, yak, yacht	New phonics ditty: /y/ as in yellow *Flutter by, yellow butterfly!* *Land on the yawning yak!*
Wednesday	Practise Hear and say /y/	• Flashcards 14–25 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 4–5	yellow, yo-yo, yogurt, yak, yacht	Phonics ditty: /y/ as in yellow New nursery rhyme: 'There Were Five in the Den'

Physical Memory Hook – Use a yo-yo – say ready steady YO-YO and then say yo-yo down, yo-yo up up as the yo-yo moves.

WEEK 26

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 14–25 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 4–5	yellow, yo-yo, yogurt, yak, yacht	Phonics ditty: /y/ as in yellow Nursery rhyme: 'There Were Five in the Den'
Tuesday	Teach Introduce /ng/ as **ng** Hear and say /ng/	• Flashcards 15–26 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 6–7	ring, springs, string, wings, swing, kangaroo	New phonics ditty: /ng/ as in ring *Put the ring on your finger.* *Look at it sparkle and shine.*
Wednesday	Practise Hear and say /ng/	• Flashcards 15–26 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 6–7	ring, springs, string, wings, swing, kangaroo, king	Phonics ditty: /ng/ as in ring New nursery rhyme: 'The Big Ship Sails on the Bingly-Bangly-Bow'

Physical Memory Hook – Play whoopla with rings – ready steady throw the ring!

WEEK 27

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 15–26 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 6–7	ring, springs, string, wings, swing, kangaroo	Phonics ditty: /ng/ as in ring Nursery rhyme: 'The Big Ship Sails on the Bingly-Bangly-Bow'
Tuesday	Teach Introduce /v/ as **v** Hear and say /v/	• Flashcards 16–27 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 8–9	van, vest, violin, violets, vase	New phonics ditty: /v/ as in van *Vroom, vroom, vroom goes the van.* *The van is on its way!*
Wednesday	Practise Hear and say /v/	• Flashcards 16–27 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 8–9	van, vest, violin, violets, vase, vole	Phonics ditty: /v/ as in van New nursery rhyme: 'A Sailor Went to Sea'

Physical Memory Hook – Play the Postman Pat theme tune and pretend to be Pat driving around in his van. Make a vvvv noise as you drive.

WEEK 28

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 16–27 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 8–9	van, vest, violin, violets, vase	Phonics ditty: /v/ as in van Nursery rhyme: 'A Sailor Went to Sea'
Tuesday	Teach Introduce /l/ as l Hear and say /l/	• Flashcards 17–28 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 10–11	ladder, lemons, leaf, lion, lamp, lamb	New phonics ditty: /l/ as in ladder *Climb up the ladder, the long, long ladder.* *Climb up the ladder till you reach the top.*
Wednesday	Practise Hear and say /l/	• Flashcards 17–28 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 10–11	ladder, lemons, leaf, lion, lamp, lamb, lolly	Phonics ditty: /l/ as in ladder New nursery rhyme: 'Mary Had a Little Lamb'

Physical Memory Hook – Use the visualiser and turn a leaf into a leaf person.



WEEK 29

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 17–28 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 10–11	ladder, lemons, leaf, lion, lamp, lamb	Phonics ditty: /l/ as in ladder Nursery rhyme: 'Mary Had a Little Lamb'
Tuesday	Teach Introduce /ch/ as **ch** Hear and say /ch/	• Flashcards 18–29 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 12–13	chick, chair, chest, bench, peach, torch	New phonics ditty: /ch/ as in chick *Cheep, cheep, cheep, chick, chick, chick.* *Hear the chicks-a-cheeping!*
Wednesday	Practise Hear and say /ch/	• Flashcards 18–29 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 12–13	chick, chair, chest, bench, peach, torch, lunchbox	Phonics ditty: /ch/ as in chick New nursery rhyme: 'Old King Cole'

Physical Memory Hook – Sing chick chick chick chick chicken to a stuffed chick toy and egg.

WEEK 30

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 18–29 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 12–13	chick, chair, chest, bench, peach, torch	Phonics ditty: /ch/ as in chick Nursery rhyme: 'Old King Cole'
Tuesday	Teach Introduce /sh/ as **sh** Hear and say /sh/	• Flashcards 19–30 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 14–15	sheep, shell, brush, fish, shed, cushion	New phonics ditty: /sh/ as in sheep *Six soft sheep, see how they sleep.* *Snuggled under a shelter, six soft sheep.*
Wednesday	Practise Hear and say /sh/	• Flashcards 19–30 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 14–16	sheep, shell, brush, fish, shed, cushion, shark	Phonics ditty: /sh/ as in sheep New nursery rhyme: 'Mary, Mary, Quite Contrary'

Physical Memory Hook – Say here is my shell and show the children a big shell. Say sh, sh, sh, listen to the sea and put the shell up to your ear to listen.

WEEK 31

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 19–30 • IWB Big Book C Episode 1: *May and Max Sort the Junk*, pages 14–16	sheep, shell, brush, fish, shed, cushion	Phonics ditty: /sh/ as in sheep Nursery rhyme: 'Mary, Mary, Quite Contrary'
Tuesday	Teach Introduce /z/ as **z** Hear and say /z/	• Flashcards 20–31 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 18–19	zebra, zips, zig-zag, zero, Zip, Zap	New phonics ditty: /z/ as in zebra *Zig-zag Zebra zooms this way and that.* *Zig-zag, zig-zag, zig-zag, zig!*
Wednesday	Practise Hear and say /z/	• Flashcards 20–31 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 18–19	zebra, zips, zig-zag, zero, Zip, Zap	Phonics ditty: /z/ as in zebra New nursery rhyme: 'Do You Know Zip and Zap?'

Physical Memory Hook – Load up 2paint a picture on the board and make zig-zag patterns saying zig-zag, zig-zag as you make your pattern.

WEEK 32

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 20–31 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 18–19	zebra, zips, zigzag, zero, Zip, Zap	Phonics ditty: /z/ as in zebra Nursery rhyme: 'Do You Know Zip and Zap?'
Tuesday	Teach Introduce /r/ as **r** Hear and say /r/	• Flashcards 21–32 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 20–21	rabbit, rocket, ribbon, rake, roses, robin	New phonics ditty: /r/ as in rabbit *Rabbit likes to run, rabbit likes to run.* *Round and round the garden rabbit likes to run.*
Wednesday	Practise Hear and say /r/	• Flashcards 21–32 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 20–21	rabbit, rocket, ribbon, rake, roses, robin, rainbow	Phonics ditty: /r/ as in rabbit New nursery rhyme: 'Little Robin Redbreast Sat Upon a Rail'

Physical Memory Hook – Grow a rainbow – colour a rainbow onto each end of a strip of kitchen towel and put into two cups of water – say grow rainbow grow/sing I can make a rainbow, make a rainbow, make a rainbow too.



WEEK 33

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 21–32 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 20–21	rabbit, rocket, ribbon, rake, roses, robin	Phonics ditty: /r/ as in rabbit Nursery rhyme: 'Little Robin Redbreast Sat Upon a Rail'
Tuesday	Teach Introduce /j/ as j Hear and say /j/	• Flashcards 22–33 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 22–23	jug, juice, jam, jar, jumper, jaguar, jet	New phonics ditty: /j/ as in jug *Tip the jug, tip the jug.* *And pour out the juice.*
Wednesday	Practise Hear and say /j/	• Flashcards 22–33 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 22–23	jug, juice, jam, jar, jumper, jaguar, jet, jelly	Phonics ditty: /j/ as in jug New nursery rhyme: 'Jump in the Space Pod'

Physical Memory Hook – Sing Jelly on a plate and wobble jelly on a plate

WEEK 34

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 22–33 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 22–23	jug, juice, jam, jar, jumper, jaguar, jet	Phonics ditty: /j/ as in jug Nursery rhyme: 'Jump in the Space Pod'
Tuesday	Teach Introduce /th/ as **th** Hear and say /th/	• Flashcards 23–34 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 24–25	thumb, feather, three, tooth, bath, moth, toothbrush	New phonics ditty: /th/ as in thumb and feather *With thumb and finger, finger and thumb … pick up a feather and tickle, tickle, tickle!*
Wednesday	Practise Hear and say /th/	• Flashcards 23–34 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 24–25	thumb, feather, three, tooth, bath, moth, toothbrush, sloth	Phonics ditty: /th/ as in thumb and feather New nursery rhyme: 'Two Little Dickie Birds'

Physical Memory Hook – Sing Tom Thumb/give tickles with a clean feather duster

WEEK 35

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 23–34 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 24–25	thumb, feather, three, tooth, bath, moth, toothbrush	Phonics ditty: /th/ as in thumb and feather Nursery rhyme: 'Two Little Dickie Birds'
Tuesday	Teach Introduce /k+w/ as **qu** Hear and say /k+w/	• Flashcards 24–35 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 26–27	queen, quilts, quetzal, question mark	New phonics ditty: /k+w/ as in queen *Tiptoe quietly, tiptoe quietly.* *The queen is sleeping, wrapped in a quilt.*
Wednesday	Practise Hear and say /k+w/	• Flashcards 24–35 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 26–27	queen, quilts, quetzal, question mark	Phonics ditty: /k+w/ as in queen New nursery rhyme: 'Pussy Cat, Pussy Cat, Where Have You Been?'

Physical Memory Hook – Wear a crown and cloak and play a game of 'Queen says…'

WEEK 36

Day	Teaching focus	Resources	Vocabulary	Rhymes and ditties
Monday	Revisit and review Can you remember?	• Flashcards 24–35 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 26–27	queen, quilts, quetzal, question mark	Phonics ditty: /k+w/ as in queen Nursery rhyme: 'Pussy Cat, Pussy Cat, Where Have You Been?'
Tuesday	Teach Introduce /k+s/ as **x** Hear and say /k+s/	• Flashcards 25–36 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 28–29	fox, box, six, lynx, wax	New phonics ditty: /k+s/ as in fox *A fox in a box! A fox in a box!* *Did you see that fox in a box?*
Wednesday	Practise Hear and say /k+s/	• Flashcards 25–36 • IWB Big Book C Episode 2: *May and Max Plan a Trip*, pages 28–30	fox, box, six, lynx, wax	Phonics ditty: /k+s/ as in fox New nursery rhyme: 'One, Two, Buckle My Shoe'

Physical Memory Hook – Hide a fox in a box, take him out and play a game of Where is Fox? Say fox is... and where he is in relation to the box – Fox in the box, Fox is on the box, Fox is next to the box etc.

Reception and Key Stage One

Rocket Phonics

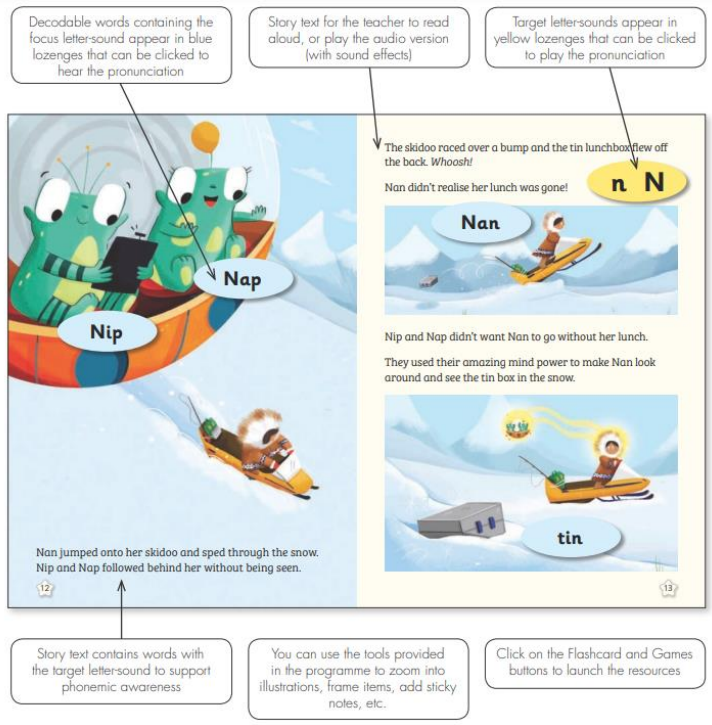
Rocket Phonics

What is Rocket Phonics?

Rocket Phonics is a fully resourced, systematic synthetic phonics programme that provides you with everything you need to teach children to read and write. It provides a combination of digital and printed resources, and a fully matched series of decodable reading books.

Big Books

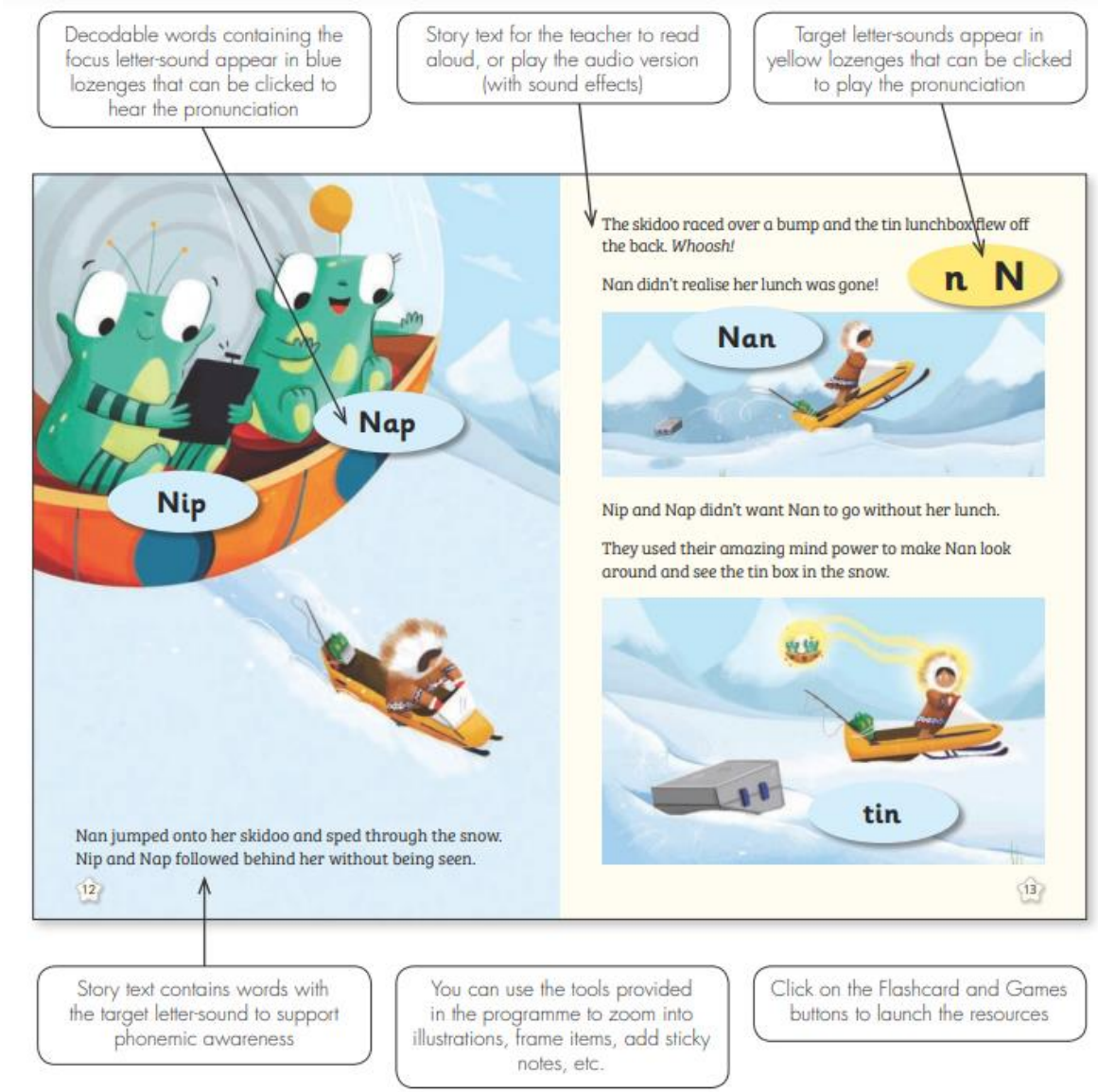
At the heart of the programme are the digital-only 'Big Books', which consist of language-rich stories to teach all the target letter-sounds in context.



Rocket Phonics

Big Books

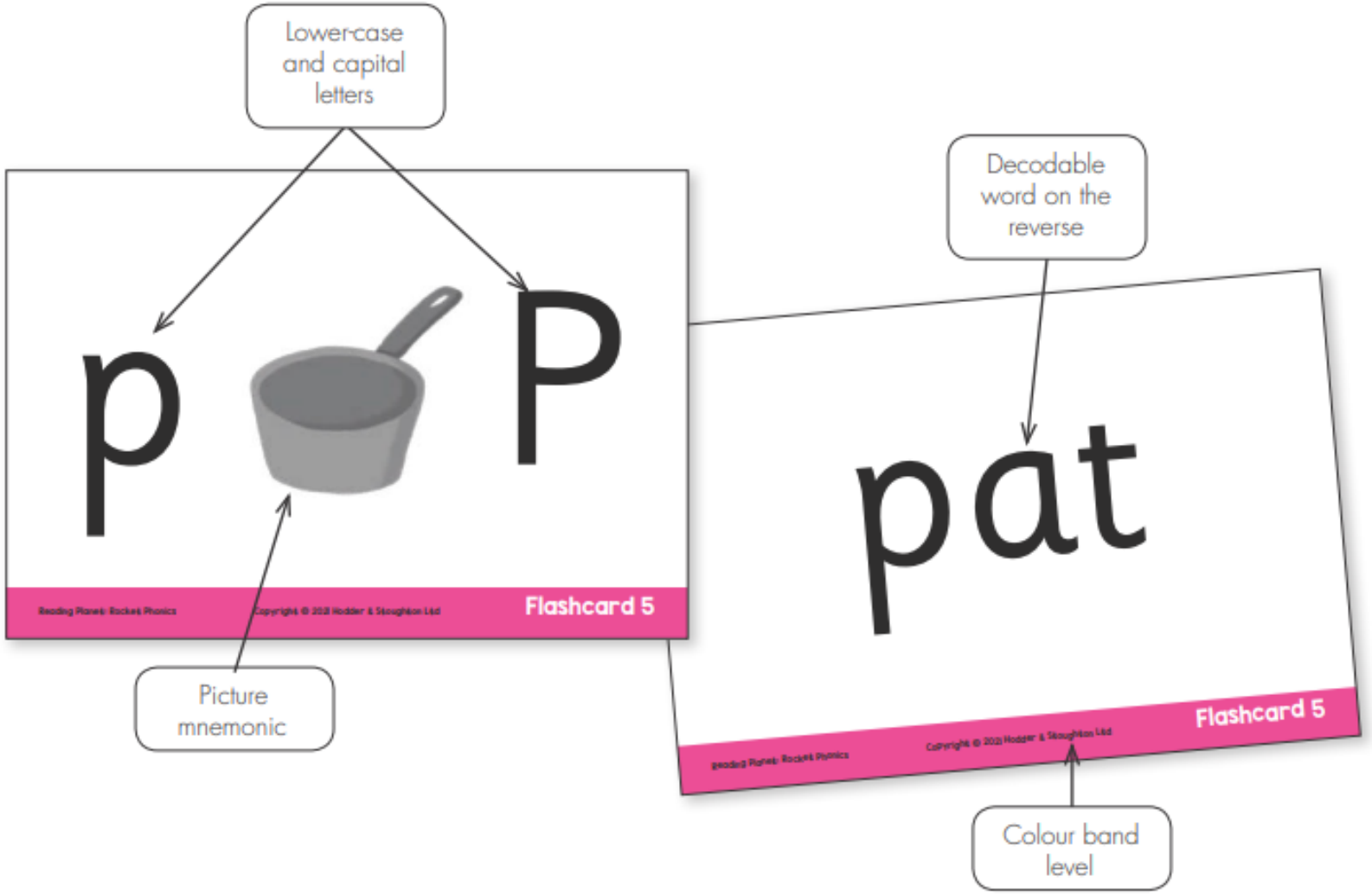
At the heart of the programme are the digital-only ‘Big Books’, which consist of language-rich stories to teach all the target letter-sounds in context.



Rocket Phonics

Flashcards

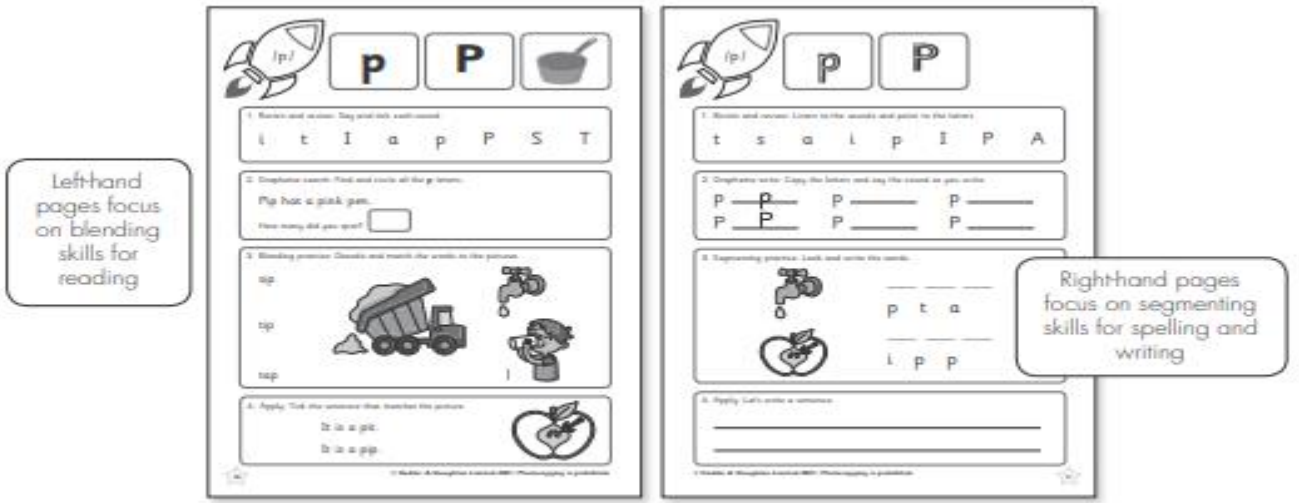
The Flashcards are designed for reviewing previously taught letter-sounds as well as introducing new letter-sounds. They are available as print and digital versions. The digital versions can be launched from the Big Books and include audio of the letter-sounds and example words.



Rocket Phonics

Pupil Practice Booklets

The Pupil Practice Booklets enable children to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels. These are available as printed booklets for the children to complete. A read-only version is available digitally for teacher reference and for display when explaining the activities to the children.

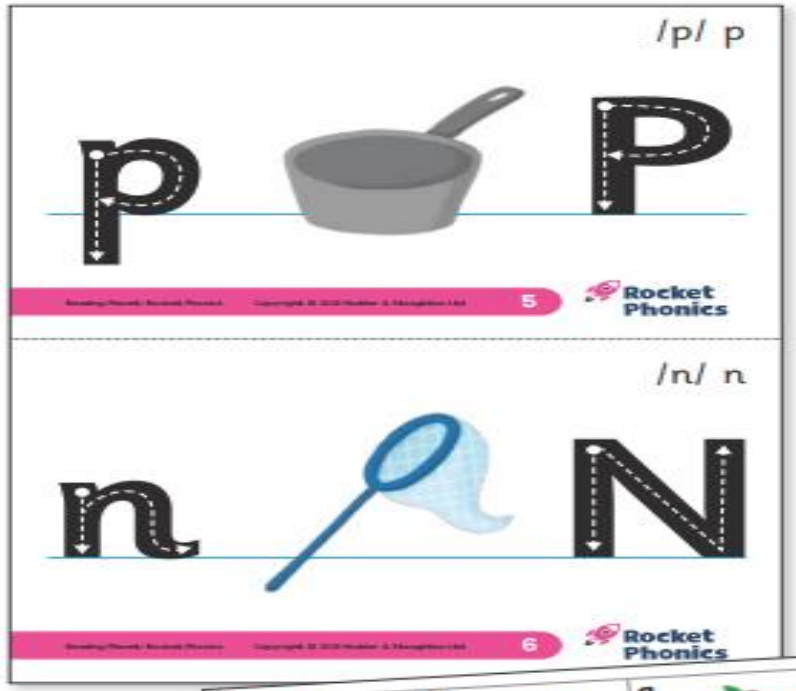


There are also review and common exception words pages, and two mini-assessments the end of each booklet.



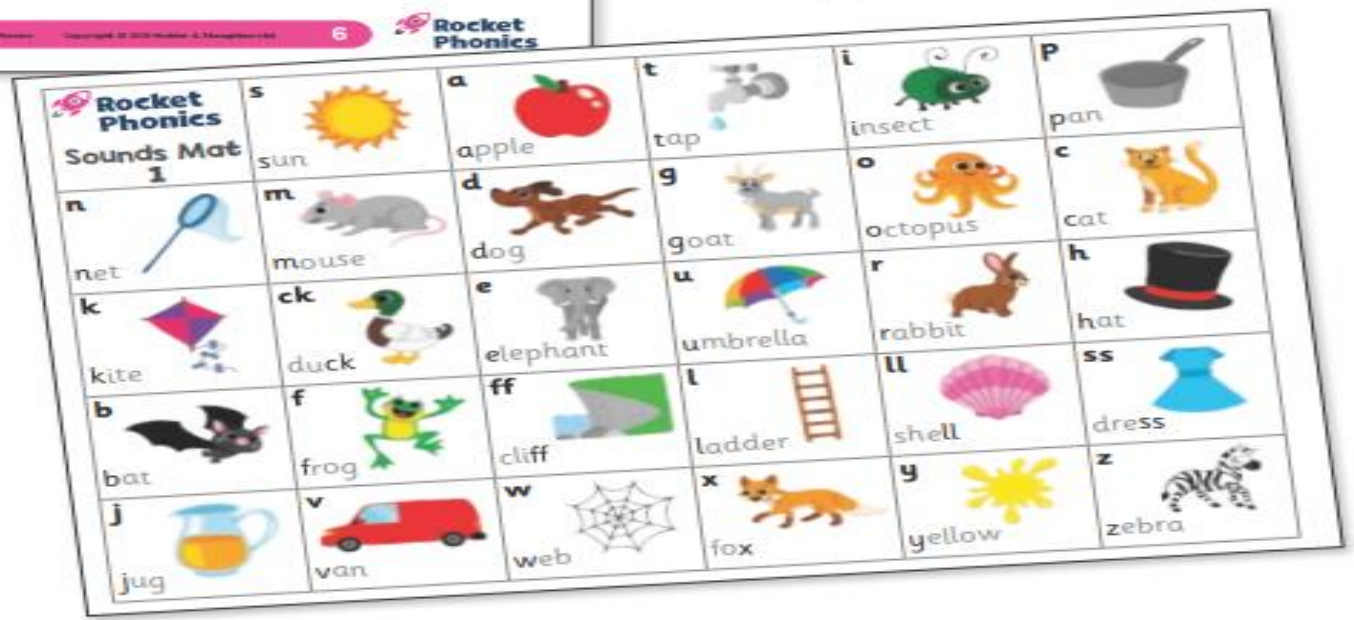
Rocket Phonics

Frieze and Sounds Mats
The Frieze and Sounds Mats are available to download and print off from the Online Subscription. They can be used as a visual reference to support letter-sound recognition, letter formation and spelling.



The Frieze is provided in sections that can be displayed on the wall

The Sounds Mats can be printed out and laminated for reference on classroom tables



Rocket Phonics

Target Practice Reading Books

The Target Practice reading books provide focused practice of small groups of target letter-sounds. The books are fully decodable and fully aligned with a the programme, and can be used for whole-class, group guided, one-to-one and independent reading. (See the weekly lesson plans for when these books become decodable.)



Rocket Phonics

Some examples of pages from the Target Practice reading books:

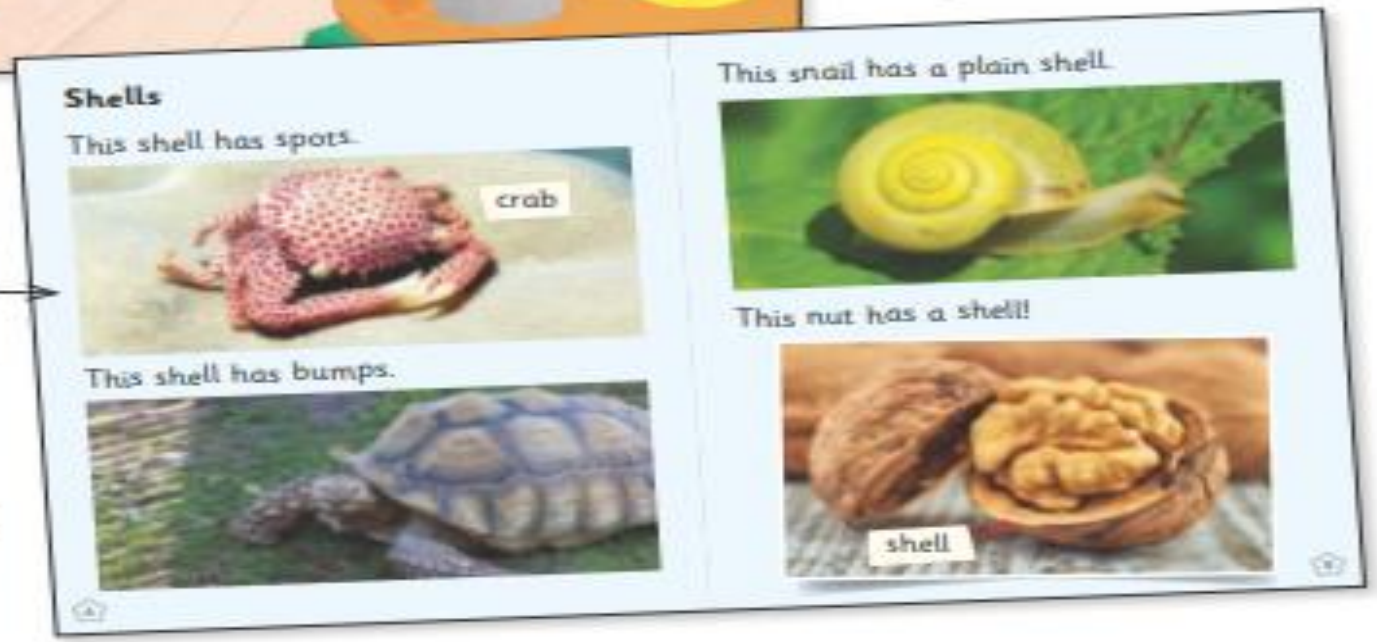


Clear, child-friendly font

Most of the Target Practice books are stories

Sample pages from: *The Pan* (Target Practice, Pink A)

There are also some non-fiction books



Cream or pastel backgrounds behind text to reduce visual disturbance

Sample pages from: *Wings and Things* (Target Practice, Red B)

Rocket Phonics

Target Practice Reading Books

The Target Practice reading books provide focused practice of small groups of target letter-sounds. The books are fully decodable and fully aligned witha the programme, and can be used for whole-class, group guided, one-to-one and independent reading. (See the weekly lesson plans for when these books become decodable.)

Letter-sounds taught	*Rocket Phonics* colour band	Teaching week (at the end of which the colour band becomes decodable)
s a t i p n m d g o c k	Pink A	Week 6
ck e u r h b f ff l ll ss	Pink B	Week 11
j v w x y z zz qu	Red A	Week 16
ch sh th ng ai ee igh oa oo	Red B	Week 23
ar or ur ow oi ear air ure er	Yellow	Week 29

These books are provided within the *Rocket Phonics* Online Subscription as eBooks with self-marking comprehension quizzes and results that feed through to the reporting area. They are also available to purchase as print editions.



Reception Phonics Curriculum Overview

Programme Overview

Reception – Year 1 (P1–P2)

Band	Phonics Phase	NEW grapheme-phoneme correspondences			Common exception words	Print resources	Resources in digital format via the Rocket Phonics Online 1-year subscription (covers Reception & Year 1 (P1–P2)
Reception/P1							
Pink A	2	/s/ as in **s**un /a/ as in **a**pple /t/ as in **t**ap /i/ as in **i**nsect	/p/ as in **p**an /n/ as in **n**et /m/ as in **m**ouse /d/ as in **d**og	/g/ as in **g**oat /o/ as in **o**ctopus /k/ as in **c**at /k/ as in **k**ite	I, the, to, go, no, into	Flashcards x 70 Pupil Practice Booklets x 3 Target Practice reading books x 24 Additional Rocket Phonics reading practice books	Flashcards x 70 Teaching storybooks ('Big Books') x 3 Target Practice reading books as eBooks x 24 Additional Rocket Phonics reading practice ebooks x 84 Teacher's Guide (including Assessment) x 1
Pink B	2	/k/ as in **k**uck /e/ as in **e**lephant /u/ as in **u**mbrella /r/ as in **r**abbit	/h/ as in **h**at /b/ as in **b**at /f/ as in **f**rog and cli**ff** /l/ as in **l**adder	/l/ as in shell /s/ as in dress			
Pink C	2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces some longer words, such as CVCCVC.					
Red A	3	/j/ as in **j**ug /v/ as in **v**an /w/ as in **w**eb /k+s/ as in fo**x**	/y/ as in **y**ellow /z/ as in **z**ebra and puzzle /z/ as in bug**s** /k+w/ as in **qu**een		he, she, we, me, be, was, my, you, her, they, all, are		
Red B	3	/ch/ as in **ch**ick /sh/ as in **sh**eep /th/ as in **th**umb and fea**th**er /n+g/ as in ri**ng**	/ai/ as in tr**ai**n /ee/ as in b**ee** /igh/ as in l**igh**t /oa/ as in b**oa**t	short /oo/ as in b**oo**k long /oo/ as in m**oo**n			
Red C	3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.					
Yellow	3–4	/ar/ as in c**ar** /or/ as in f**or**k /ur/ as in p**ur**se /ou/ as in **ow**l	/oi/ as in c**oi**n /eer/ as in h**ear** /air/ as in ch**air**	/y+oor/ as in man**ure** /uh/ as in hamm**er**	some, one, said, come, do, so, were, when, have, there, out, like, little, what		
Yellow+	3–4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.					

Lesson/Activity Sequencing

Reception

First few weeks in September Settling in to Reception:-

- Phase 1 Assessments and Rocket Phonics Baseline Assessments
- Reception Baseline Assessments
- Group children and begin using the scheme

WEEK 1

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /s/ as **s** Blending practice	• Flashcards 1–6 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 1–3 • Pupil Practice Booklet 1, page 2	Phonemic awareness: sock, snake, spade, sand, sandcastle, sun, sky, sunhat, sunglasses, sat Sam sits on a mat.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Letter s is commonly pronounced as /z/ at the end of words (e.g. is, as, his, has) and at the end of many plural words (e.g. bags, hens, pegs).
Tuesday	/s/ as **s** Segmenting practice	• Flashcards 1–6 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 3	Phonemic awareness: sun, sit, sand, pans, pins, sat, snake, sock	
Wednesday	Introduce /a/ as **a** Blending practice	• Flashcards 1–6 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 4–5 • Pupil Practice Booklet 1, page 4	Phonemic awareness: ant, apple, alligator, axe, ants, apples An ant sat on a tap.	• Some people pronounce letter a in some words as if it were /ar/, e.g. path, bath, class, glass. • For wider reading of letter a teach: *Try the short vowel sound /a/ first, if that does not sound right then try the long vowel /ai/ sound.*
Thursday	/a/ as **a** Segmenting practice	• Flashcards 1–6 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 5	Phonemic awareness: ant, sat, tap, pan, nap, alligator, apple	
Friday	Consolidate: **s**, **a**	• Flashcards 1–6 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 1–5 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 26	Phonemic awareness: sat, ant, sun, nap, pan, sit, tap, sip, apple, axe, spade, socks, sky Sam and Sid sat in the sand.	

WEEK 2

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /t/ as **t** Blending practice	• Flashcards 1–6 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 6–7 • Pupil Practice Booklet 1, page 6	Phonemic awareness: tap, tiger, teddy, tent, toy, torch, sat, tin Tim had a tin.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/t/ as **t** Segmenting practice	• Flashcards 1–6 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 7	Phonemic awareness: tap, tip, top, ant, sat, pat, tin, ten, at	
Wednesday	Introduce /i/ as **i** Blending practice	• Flashcards 1–6 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 8–9 • Pupil Practice Booklet 1, page 8	Phonemic awareness: insect, igloo, iguana, instrument, icicles, sit, sip An ant is in the tin.	• For wider reading of letter i teach: *Try the short vowel sound /i/ first, if that does not sound right then try the long vowel /igh/ sound.*
Thursday	/i/ as **i** Segmenting practice	• Flashcards 1–6 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 9	Phonemic awareness: insect, igloo, it, is, tip, pin, sip, pit, tin, sit	• The capital letter I is code for /i/ as in insect. It is also code for the word 'I' as in 'I tip a tin'. The word 'I' is always written as a capital letter in a sentence.
Friday	Consolidate: **s, a, t, i**	• Previous flashcards • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 1–9 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 27	Phonemic awareness: sit, ant, tap, nip, pin, sat, tip, sip, tap, insect, sun, apple	

WEEK 3

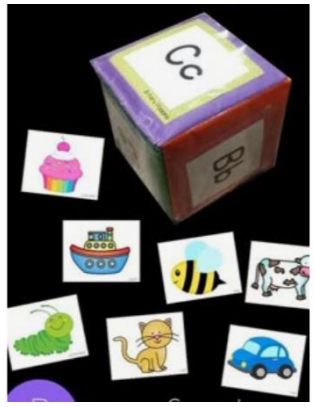
Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /p/ as **p** Blending practice	• Previous flashcards • Flashcard 5 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 10–11 • Pupil Practice Booklet 1, page 10	Phonemic awareness: Pip has a pink pen. Decodable for children from this point: sip, tip, tap, pat It is a pit. It is a pip.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Introduce the common exception words (the, I, go, no, to, into) incidentally as you explore and talk about books, reading and writing.
Tuesday	/p/ as **p** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 11	Phonemic awareness: tip, sip, pat, pan, pit, pin It is a pin. tap, pip It is a tap.	
Wednesday	Introduce /n/ as **n** Blending practice	• Previous flashcards • Flashcard 6 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 12–13 • Pupil Practice Booklet 1, page 12	ant, pan, pin, nip, Nap, Nip, Nan, tin An ant is in the tin. It is an ant. It is a pan.	
Thursday	/n/ as **n** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 13	nip, nap, pin, pan, nit, nan It is Nan. It is a pan.	
Friday	Consolidate: **s, a, t, i, p, n**	• Previous flashcards • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 1–13 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 28	nit, nan, nap, pip, pan, sit, nip, tip, at, as, in, ant, tap, tin	• Pink A *Target Practice* reading books fully decodable: ○ *Ants!* ○ *The Pan*

Ideas for provision

- Sorting by sound/not that sound
- Sorting by sounds (building up these over the weeks)
- Sorting by letter
- Matching sounds
- Matching letters
- Sorting capital and lower case letters
- Stamping letters to match sounds
- Stamping letters to match letters
- Posting items that begin with a sound
- Posting letters into the correct letter box
- Posting capital letters and posting lower case letters
- Memory pairs



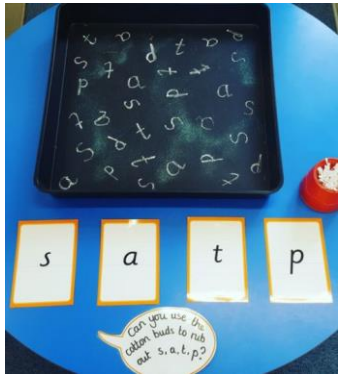




















Take time here to read and write two letter cv vc words using ‘satipn’

at

an

as

it

in

is

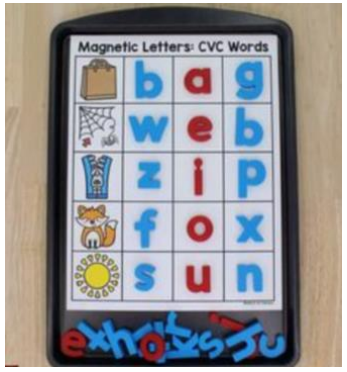
Form simple sentence starts using these words - It is...

It is a...

Ideas for provision for cv and vc moving into cvc and beyond when ready

- Sorting words
- Matching words
- Stamping letters to make words
- Posting words
- Memory pairs with words
- Word building to blend with different resources
- Spelling cvc words with magnetic letters/cut and stick
- Onset and rime activities



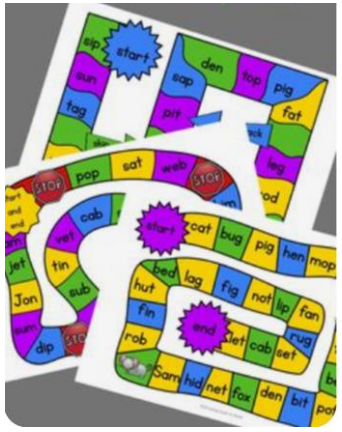






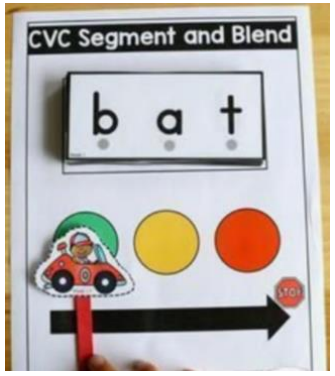












WEEK 4

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /m/ as **m** Blending practice	• Previous flashcards • Flashcard 7 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 14–15 • Pupil Practice Booklet 1, page 14	map, man, mat, mist A man is at the mat. It is a mat. It is a map.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/m/ as **m** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 15	mat, Tim, Sam, map, man It is a map. It is a man.	
Wednesday	Introduce /d/ as **d** Blending practice	• Previous flashcards • Flashcard 8 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 16–17 • Pupil Practice Booklet 1, page 16	dad, sad, mad, dip, dim, din Sid nips Dad. Dad is sad. Dad is mad.	• Pink A *Target Practice* reading books fully decodable: ○ *Tap the Pins* ○ *Go in, Nim!*
Thursday	/d/ as **d** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 17	dip, did, sad, dad, mad, pad I did it. Dan sat in it.	
Friday	Common exception word practice: I, the	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 29	I, the, The I sit on the mat. The man is sad. I tip the pan. I sit in the pit. I pin it in the map. I tap the pan.	• The capital letter I is code for /i/ as in insect. It is also code for the word 'I' as in 'I tip a tin'. The word 'I' is always written as a capital letter in a sentence.

WEEK 5

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /g/ as **g** Blending practice	• Previous flashcards • Flashcard 9 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 18–19 • Pupil Practice Booklet 1, page 18	dig, tag, gap The man digs a pit. It is a tag. It is a gap.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Letter g can be code for /j/ in common words like germs, giant and gentle. This is often referred to as 'soft g'.
Tuesday	/g/ as **g** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 19	gap, tag, dig, gas, pig It is a tag. Dad digs a pit.	
Wednesday	Introduce /o/ as **o** Blending practice	• Previous flashcards • Flashcard 10 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 20–21 • Pupil Practice Booklet 1, page 20	dog, mop, pot, dot, top, Tom, mops, pod, dogs Tom got the mop. The dog got the pot. The dog got the mop.	• For wider reading of letter o teach: *Try the short vowel sound /o/ first, if that does not sound right then try the long vowel /oa/ sound.* • In common words 'do', 'to' and 'into', letter o is code for long /oo/. • Pink A *Target Practice* reading books fully decodable: ○ *No Tag!* ○ *Mog and Pog*
Thursday	/o/ as **o** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 21	dog, mop, top, on, pot, dot I got the mop. Tom got a pot.	
Friday	Common exception word practice: go, to	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 30	go, to, I, the I go to the top. I go to the dog. I go to the mop. I go to the mat.	• In 'go', letter o is code for /oa/. • In common words 'do', 'to' and 'into', letter o is code for long /oo/.

WEEK 6

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /k/ as **c** Blending practice	• Previous flashcards • Flashcard 11 • IWB Big Book 1 Episode 1: *Splash-Landing!*, pages 22–23 • Pupil Practice Booklet 1, page 22	cod, cap, cat, cog Cam is a cat. Cam got the cog. Cam got the cod.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Letter c represents a /k/ sound when preceding the letters a, o and u. • Letter c is code for /s/ when followed by letters e, i, or y as in celery, city and unicycle. This is often referred to as 'soft c'.
Tuesday	/k/ as **c** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 23	cat, cap, act, cot, cog, can I can get the cog. I got a cap.	

Wednesday	Introduce /k/ as **k**
	
	Blending practice
		• Previous flashcards
		• Flashcard 12
		• IWB Big Book 1 Episode 1: *Splash-Landing!*, page 24
		• Pupil Practice Booklet 1, page 24
			kid, kit, Kim, pink, skin
			Kim met a kid.
			Kim got a kid.
			Kim got a kit.
				• Pink A *Target Practice* reading books fully decodable:
				  ○ *The Cog*
				  ○ *It is Not a Dot!*

Thursday	/k/ as **k** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 25	kip, Ken, kit, Kim, kid, kin It is a kid. I got a kit.	
Friday	Common exception word practice: no, into	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 31	no, into, go, I, to, the No, it is not a map. I get into the pit. An ant got into the pan. I got into the pit.	• In 'no', letter o is code for /oa/. • In common exception words 'do', 'to' and 'into', letter o is code for long /oo/.

After learning **mdgock** build 2 letter real words using these sounds – **am, on**, and independently practise matching/lotto game/spelling 1st set of 2 letter real words (whilst learning next set of initial sounds and any CE words in the scheme)

Form simple sentence starts using these words –

It is... It is a... I am... I am a...

WEEK 7

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /k/ as **ck** Blending practice	• Previous flashcards • Flashcard 13 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 26–27 • Pupil Practice Booklet 1, page 32	sick, pack, socks, sack, sock, Nick, tick tock I pack the socks into the sack. A sack is on the mat. A sock is on the map.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Letter groups of 2, 3 or 4 letters can be code for a single sound. • A grapheme is a letter or a letter group that is code for a phoneme (single sound). • Short words with short vowels ending /k/ usually end with ck and this grapheme is never used at the beginning of words.
Tuesday	/k/ as **ck** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 33	duck, pick, kick, sack, tick, tock I can pack the sack. Sam can kick it.	
Wednesday	Introduce /e/ as **e** Blending practice	• Previous flashcards • Flashcard 14 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 28–29 • Pupil Practice Booklet 1, page 34	peg, ten, egg, men, Meg, eggs, neck Ned met Kem in the den. Ted has a pet. Ted has a net.	• For wider reading of letter e teach: *Try the short vowel sound /e/ first, if that does not sound right then try the long vowel /ee/ sound.* • Pink B *Target Practice* reading books fully decodable: ○ *Get to the Pod!*
Thursday	/e/ as **e** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 35	pet, den, ten, end, pen, get, peck, neck I got an egg. Ned sat in the den.	
Friday	Common exception word practice: the	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 56	the, to, I, go, no, into Tam can get the egg. Mika can get the mop. Nik can get the pen. I can get the net.	

WEEK 8

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /u/ as **u** Blending practice	• Previous flashcards • Flashcard 15 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 30–31 • Pupil Practice Booklet 1, page 36	sun, mug, up, duck, cut, Mum The pup sat in the mud. Mum can tip the sack. Mum can cut the egg.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • For wider reading of letter u teach: *Try the short vowel sound /u/ first, if that does not sound right then try the long vowel /oo/ sound.* • In some words the pronunciation of letter u may need to be modified, e.g. put, pull, push; super.
Tuesday	/u/ as **u** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 37	cut, nut, up, pup, pug, mud, sun It is the sun. Kim can get a cup.	
Wednesday	Introduce /r/ as **r** Blending practice	• Previous flashcards • Flashcard 16 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 32–33 • Pupil Practice Booklet 1, page 38	rat, run, ram, rock, rug, track, ramp, trick, rock Rick ran to the rotten rod. A rag is in it. A rip is in it.	• Pink B *Target Practice* reading books fully decodable: ○ *Ed's Neck*
Thursday	/r/ as **r** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 39	rip, run, rod, rat, rag, rug, ram A rat can rip a sack. Ron can run.	
Friday	Common exception word practice: to	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 57	to, into, I, go, the, no The duck ran to the pond. The pup ran to his rag. I go to the desk. Tom ran to the pit.	

WEEK 9

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /h/ as **h** Blending practice	• Previous flashcards • Flashcard 17 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 34–35 • Pupil Practice Booklet 1, page 40	hat, hen, hut, hip, hand Hana hops and hums. The hen has a hut. The hen is in a hat.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • When teaching letter names, point out that the name for the letter h is pronounced 'aitch' – not 'haitch'. • Pink B *Target Practice* reading books fully decodable: ○ *Pen the Hen* ○ *Ducks*
Tuesday	/h/ as **h** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 41	hip, hop, hug, hen, hit, hat I get a red hat. The hen had a hat.	
Wednesday	Introduce /b/ as **b** Blending practice	• Previous flashcards • Flashcard 18 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 36–37 • Pupil Practice Booklet 1, page 42	bag, bug, bed, bus, bump, backpack, rub, back Rob bit a big bun. Ben ran to the bus. Ben ran to his bed.	
Thursday	/b/ as **b** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 43	bit, bag, bus, bed, bat, bin A bug is in the tub. Ben sat on his bed.	
Friday	Common exception word practice: I	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 58	I, go, no, to, into, the Can I get a pen? I ran to the mat. I go on the bus. I got a hat.	

After learning **ck eurhb** build 2 letter real words using these sounds –e.g. **up** and independently practise matching/lotto game/spelling 1st and 2nd set of 2 letter real words.

Introduce 2 letter 'silly' words – alien words – vc alien words powerpoint using only sounds they know so far – (use only common endings for cvc words as these are easier to blend – **ed, og, ip, ad, en, ig, ug, ap**

Some children may need this extra step (others would just carry on to begin cvc as below) This is for children who struggle to blend.

onset and rhyme – use yellow letter blocks, yellow letter tiles to build onset and rhyme words using the endings on the previous slide:-
b ed = bed, r ed = red, f ed = fed (one onset and rhyme per day over a week or more if needed, some SEND children need to focus on one/two per week).

Play plenty of games to match words, spell words, add beginning, add ending. When confident move to step below.

cvc block of learning – missing beginning sound from any real cvc,
missing end sound from any real cvc, missing middle sound from any real cvc, missing any sound (beg/mid/end) from any real cvc.

When secure with CVC - cvc alien words powerpoint

WEEK 10

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /f/ as **f** and **ff** Blending practice	• Previous flashcards • Flashcards 19 and 20 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 38–41 • Pupil Practice Booklet 1, page 44	fan, cuff, off, fin, fit, fog, frog, muffin, huff, puff Tiff gets fit and has fun. Tam huffs and puffs. Tam is in the fog.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Sound out double consonant letters ff as one sound only. • Double consonant letters (note: including ck) alert the reader to sound out the preceding vowel letter with its 'short' sound: /a/ /e/ /i/ /o/ /u/
Tuesday	/f/ as **f** and **ff** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 45	fat, fog, huff, stuff, fan, fin, puff I can get fit. It is a fin.	
Wednesday	Introduce /l/ as **l** Blending practice	• Previous flashcards • Flashcard 21 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 42–43 • Pupil Practice Booklet 1, page 46	lock, lips, log, leg, legs, logs, lamp Len let the cat sit on his lap. A lock is on the lid. A lock is on the bag.	• Pink B *Target Practice* reading books fully decodable: ○ *Ruff Runs*
Thursday	/l/ as **l** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 47	lips, legs, lot, milk, let, lid, lock I can lock it. A cat sat on a log.	
Friday	Common exception word practice: go	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 59	go, into, the, to, no, I The hen can go to the hut. The rat can go back. I go to the tap. I go to bed.	

WEEK II

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /l/ as **ll** Blending practice	• Previous flashcards • Flashcard 22 • IWB Big Book 1 Episode 2: *The Ski Trip*, pages 44–45 • Pupil Practice Booklet 1, page 48	bell, doll, gull, hill, fell, Bill Nell fell on the hill. Bill has a bell. Bill has a doll.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Sound out double consonant letters ll as one sound only. • Double consonant letters alert the reader to sound out the preceding vowel letter with its short sound: /e/ /i/ /o/ /u/, but the letter string 'all' is pronounced /or+l/, e.g. all, ball, call, fall.
Tuesday	/l/ as **ll** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 49	bell, till, tell, well, fill, hull, sell, gull, mill, pill The gull sat on the log. A gull sits on the bell.	
Wednesday	Introduce /s/ as **ss** Blending practice	• Previous flashcards • Flashcard 23 • IWB Big Book 1 Episode 2: *The Ski Trip*, page 46 • Pupil Practice Booklet 1, page 50	hiss, mess, dress, glass, miss, kiss Bess picks up the mess. Tess sits on the grass. Tess sits in the class.	• Sound out double consonant letters ss as one sound only. • Pink B *Target Practice* reading books fully decodable: ○ *Get Off, Bug!* ○ *The Gull's Mess* • Short words ending with the /s/ sound with preceding single vowel letters as code for short vowel sounds usually end with double letters ss (except: bus, gas).
Thursday	/s/ as **ss** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 51	mess, hiss, pass, fuss, miss, boss, less, dress It is a mess. Bess has a red dress.	
Friday	Common exception word practice: no	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 60	no, to, I, go, the, into No, Dan must not run! Kit has no pens. Tom has no hat. Sid has no cup.	

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

WEEK 12

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce double letters Blending practice	• Previous flashcards • Flashcards 20, 22 and 23 • Flipchart or whiteboard for modelling • Pupil Practice Booklet 1, page 52	bell, puffin, miss, rabbit, carrot, bonnet, puppet, hidden, lesson, till The rabbit has a muffin. The rabbit has a carrot.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Sound out double consonant letters as one sound only. • Double consonant letters alert the reader to sound out the preceding vowel letter with its short sound.
Tuesday	Double letters Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 53	ribbon, mittens, puppet, horrid, kitten, button I had bitten the bun. The puffin got a muffin.	
Wednesday	Introduce two syllable words Blending practice	• Previous flashcards • Flipchart or whiteboard for modelling • Pupil Practice Booklet 1, page 54	sunset, rocket, pocket, ticket, bucket, laptop, beckon, fusspot, carrot, mitten A ticket is in the pocket. A rocket is in the bucket.	• Multisyllable words ending /i+k/ are often spelled with 'ic', e.g. picnic, panic, hectic, fantastic. • Pink B *Target Practice* reading books fully decodable: ○ *Hot Pod*
Thursday	Two syllable words Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 55	sunset, laptop, ticket, bucket, rocket, picnic, fusspot I can get the mittens. Tess has a ticket.	
Friday	Common exception word practice: into	• Pink CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 1, page 61	into, to, go, I, no, the The bug hops into the log. I fell into the mud. Tim bit into the bun. An ant got into the bucket.	

WEEK 13

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /j/ as **j** Blending practice	• Previous flashcards • Flashcard 24 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 1–5 • Pupil Practice Booklet 2, page 2	jet, jam, jug, jog, jump Jim jogs to the jet. Jen has a jacket. Jen has a jig.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • English words ending with the /j/ sound are never spelled with letter j (graphemes dge or ge are code for the end sound /j/).
Tuesday	/j/ as **j** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 3	jet, jump, jug, jam, jig, jab I can jig and jump. I can tip the jug.	
Wednesday	Introduce /v/ as **v** Blending practice	• Previous flashcards • Flashcard 25 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 6–7 • Pupil Practice Booklet 2, page 4	van, vet, vest, seven Ravi has a velvet bag. Navin sits on a vest. Navin sits in his van.	• Teach that words ending with the /v/ sound at the end are spelled with the grapheme ve, e.g. have, give, live. • Red A *Target Practice* reading books fully decodable: ○ *Vet Mum*
Thursday	/v/ as **v** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 5	seven, vest, van, vet, vat Mum has a red van. The vet has a van.	
Friday	Common exception word practice: he, she	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 26	he, she, we, me, be, was She can jog and jump. She is a vet. He is in his van. She can run and skip.	

WEEK 14

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /w/ as **w** Blending practice	• Previous flashcards • Flashcard 26 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 8–9 • Pupil Practice Booklet 2, page 6	win, wag, web, wet, swim, cobweb Will the cat gets a cobweb. Will got wet. Will got a wig.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/w/ as **w** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 7	wet, wig, win, went, web, wag, wit, wind Ron has a wig on. A bug is in the cobweb.	
Wednesday	Introduce /k+s/ as **x** Blending practice	• Previous flashcards • Flashcard 27 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 10–11 • Pupil Practice Booklet 2, page 8	fox, box, exit, mix, six, vixen A fox sits on a box. Jax can fix it. Jax can mix it.	• Red A *Target Practice* reading books fully decodable: ○ *Jack's Fox* ○ *Six Kittens*
Thursday	/k+s/ as **x** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 9	wax, exit, tax, box, six, mix A vixen is a fox. A fox sat on a box.	• When orally segmenting spoken words, children may segment plural words like this: /d/ /u/ /ks/. Point out singular/plural endings as required rather than leave spellings as 'dux'.
Friday	Common exception word practice: we, me	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 27	we, me, be, was, my, you Ben sits next to me. We went to the well. We can fix the box. Jen helps me.	

WEEK 15

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /y/ as **y** Blending practice	• Previous flashcards • Flashcard 28 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 12–13 • Pupil Practice Booklet 2, page 10	yak, yes, yell, yap Yasmin yells, 'Not yet!' The dog yells and yaps. The yak yells and yaps.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Teach early on that letter y can be code for different sounds (as in yellow, spy, happy and pyramid). • It is useful to incidentally introduce letter y as code for the end sound /ee/: happy, silly, mummy, daddy, muddy, funny.
Tuesday	/y/ as **y** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 11	yes, yet, yap, yak, yell It is a yak. I can yell and yap.	
Wednesday	Introduce /z/ as **z** and **zz** Blending practice	• Previous flashcards • Flashcards 29 and 30 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 14–17 • Pupil Practice Booklet 2, page 12	zip, zebra, zigzag, buzz, jazz Liz is a zebra. Azam can hug his zebra. Azam can fix his zip.	• Short words with medial short vowel sounds end with zz. • Double consonant letters zz alert the reader to sound out the preceding vowel letter with its short sound. • Red A *Target Practice* reading books fully decodable: ○ *The Jazz Band*
Thursday	/z/ as **z** and **zz** Segmenting practice	• Frieze • Sounds Mats 1 and 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 13	zip, zap, zebra, fizz, jazz, zit It is a zigzag. The jacket has a zip.	
Friday	Common exception word practice: be, was	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 28	be, was, my, you, her, they I cannot be sad. Dan was at his desk. The duck was at the pond. It was a big box.	• It is useful to introduce letter y as code for the end sound /igh/ with further words: my, by, try, fly, cry.

WEEK 16

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /z/ as **s** Blending practice	• Previous flashcards • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 18–19 • Pupil Practice Booklet 2, page 14	bags, hens, pens, beds, frogs, bugs The hens peck at bugs. Debs has dolls in a pot. Debs has pins in a pot.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • No new flashcard for this lesson. • Letter s is commonly pronounced as /z/ at the end of words (e.g. is, as, his, has) and at the end of many plural words (e.g. bags, pens, beds).
Tuesday	/z/ as **s** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 15	bags, bugs, pegs, bins, eggs, pins, dogs I got the eggs. Bugs sit on logs.	
Wednesday	Introduce /k+w/ as **qu** Blending practice	• Previous flashcards • Flashcard 31 • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 20–22 • Pupil Practice Booklet 2, page 16	quack, quilt, quill, squid, quick, quiz Quentin had fun at the quiz. A squid can squirt ink. A squid can quack.	• In English, the letter q is always followed by the letter u and together they are code for two sounds /k/ and /w/. Treat as one unit of sound /k+w/ for both reading and spelling purposes when teaching in the early stages. • Red A *Target Practice* reading books fully decodable: ○ *Up in the Attic* ○ *A Quick Quest*
Thursday	/k+w/ as **qu** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 17	quick, quill, quiz, squid, quack, quit A quiz is fun. Ducks can quack.	
Friday	Common exception word practice: my, you	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 29	my, you, her, they, all, are You are my doll. I can help you mix it. My quilt is soft. My bag is red.	

WEEK 17

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Consolidate: **j**, **v** Blending practice	• Previous flashcards • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 1–7 • Pupil Practice Booklet 2, page 18	seven, jacket, vixen, vest Jen and Jim went to visit Vik the vet. Jeff jumps into the box. Jeff jumps into the jam.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Teach that words ending with the /v/ sound end are spelled with the grapheme ve, e.g. have, give, live.
Tuesday	Consolidate: **j**, **v** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 19	seven, jacket The vet has jam buns.	
Wednesday	Consolidate: **w**, **x** Blending practice	• Previous flashcards • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 8–11 • Pupil Practice Booklet 2, page 20	taxi, twig, box, well Wicked Max left his wig in a taxi. Will swam six laps. Will has six twigs.	• Red A *Target Practice* reading books fully decodable: ○ *We Are Foxes*
Thursday	Consolidate: **w**, **x** Segmenting practice	• Frieze • Sounds Mat 1 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 21	taxi, twig The fox got wet.	
Friday	Common exception word practice: her, they	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 30	her, they, all, are, he, she I can get her pen. They can skip. Her hat is big. They ran up the hill.	

WEEK 18

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Consolidate: **y**, **z**, **zz** Blending practice	• Previous flashcards • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 12–17 • Pupil Practice Booklet 2, page 22	yuck, yak, zebra, zigzag Yaz zips up a bag of yams. Zed is in a jazz band. Zed is in a fizz band.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **y**, **z**, **zz** Segmenting practice	• Frieze • Sounds Mats 1 and 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 23	zebra, yak The dog yaps at the jazz band.	
Wednesday	Consolidate: **s**, **qu** Blending practice	• Previous flashcards • IWB Big Book 2 Episode 1: *I Can't Go to Bed Yet!*, pages 18–22 • Pupil Practice Booklet 2, page 24	pans, squid, quills, pen Mags quit her job to go on a quest. The liquid is on the mugs. The liquid is on the dolls.	• Red A *Target Practice* reading books fully decodable: ○ *Nell's Cobweb*
Thursday	Consolidate: **s**, **qu** Segmenting practice	• Frieze • Sounds Mats 1 and 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 25	hens, quilt Ted got pens at the quiz.	
Friday	Common exception word practice: all, are	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 31	all, are, he, she, be, was We all sit on the mat. My hands are wet. The kittens are in a box. We are all sad.	

WEEK 19

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ch/ as **ch** Blending practice	• Previous flashcards • Flashcard 32 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 23–25 • Pupil Practice Booklet 2, page 32	chin, chips, chop, chest, chat Chaz had chicken and chips. Jess checks the chest. Jess locks the chest.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Words ending with the /ch/ sound following short vowel sounds, single letters, are spelled with the grapheme tch, e.g. fetch, catch, pitch (except: rich, much, such, which).
Tuesday	/ch/ as **ch** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 33	chat, chop, lunch, finch, chick, bench, chip, pinch I chat to Linda. I got my lunch box.	
Wednesday	Introduce /sh/ as **sh** Blending practice	• Previous flashcards • Flashcard 33 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 26–27 • Pupil Practice Booklet 2, page 34	shell, ship, fish, shed, shop, brush, shelf Sharon got a shell from the shop. Sasha sat in her shed. Sasha was in a rush.	• Red B *Target Practice* reading books fully decodable: ○ *A Squish!*
Thursday	/sh/ as **sh** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 35	ship, shop, shut, cash, fish, shell, shock, rash It is a shed. We went to the shop.	
Friday	Common exception word practice: he, she	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 56	he, she, we, me, be, was Taj had a shock as he sat. Sami grins as she has fish and chips. He ran up the hill. She shuts the shop at ten.	

WEEK 20

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /th/ as **th** Blending practice	• Previous flashcards • Flashcard 34 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 28–29 • Pupil Practice Booklet 2, page 36	moth, think, bath, path, them, thin, thick The moth sat on the path. Kath has a moth on her jacket. Kath has a moth on her hand.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Teach voiced and unvoiced /th/ together.
Tuesday	/th/ as **th** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 37	think, thin, bath, moth, path It is a thin pin. Beth ran on the path.	• Compare the sounds /f/ and /v/ and study mouth movements of these sounds carefully. Pronouncing /th/, /f/ and /v/ frequently causes confusion because of their similarities and the influence of regional accents.

Wednesday	Introduce /n+g/ as **ng**
	
	Blending practice
		• Previous flashcards
		• Flashcard 35
		• IWB Big Book 2 Episode 2: *Can I Go to Bed Now?* pages 30–31
		• Pupil Practice Booklet 2, page 38
			king, ring, wing, sing, string, swinging
			The king sings a long song.
			The king runs along a long path.
			The king sits and sings in the bath.
				• The grapheme ng can be pronounced differently according to regional accents and dependent upon the particular word.
				
				• In some words, the 'n' and 'g' are pronounced separately:
				  ○ /ng/+/g/ jungle, single, anger
				  ○ /n/+/j/ danger, stranger, angel

Thursday	/n+g/ as **ng** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 39	thing, gong, bring, sang, ring, king, ping, pong A gem was in the ring. I can sing a song.	
Friday	Common exception word practice: we, me	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 57	we, me, be, was, my, you Can we spot a bat? I swept and she sang to me. We rang the bell. My mum sings to me.	• Red B *Target Practice* reading books fully decodable: ○ *Rock Chick*

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

WEEK 21

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ai/ as **ai** Blending practice	• Previous flashcards • Flashcard 36 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 32–33 • Pupil Practice Booklet 2, page 40	rain, sail, tail, train, chain Gail got wet in the rain and hail. A snail waits next to a rail. A snail waits next to a pail.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • When a word ends with the /ai/ sound, it is not spelled with 'ai'. • You may need to point out that common words 'said' and 'again' are pronounced /sed/ and /agen/. • Red B *Target Practice* reading books fully decodable: o *Fish Lunch* o *Wings and Things*
Tuesday	/ai/ as **ai** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 41	sail, hail, trail, chain, rain, train, paint, nail It is a pain. A chain was in the box.	
Wednesday	Introduce /ee/ as **ee** Blending practice	• Previous flashcards • Flashcard 37 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 34–35 • Pupil Practice Booklet 2, page 42	bee, tree, jeep, sheep, sweet, bees, queen, sleep, trees A bee sat in a tree all week. The sheep had his feet in deep mud. The sheep had his feet in the jeep.	• When a multisyllable word ends with the /ee/ sound, it is often spelled with y, e.g. mummy, happy.
Thursday	/ee/ as **ee** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 43	sleep, sweet, keep, peek, tree, bee, sleet, leek My mum has a jeep. We fell asleep in the jeep.	
Friday	Common exception word practice: be, was	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 58	be, was, my, you, her, they We must be quick. Dad was on the train. Ann was at the bus stop. We will be the best.	

WEEK 22

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /igh/ as **igh** Blending practice	• Previous flashcards • Flashcard 38 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 36–37 • Pupil Practice Booklet 2, page 44	light, right, high, night, bright, lights Ted keeps the light on at night. The lights are bright at night. The lights went on a flight at night.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/igh/ as **igh** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 45	tight, sight, fight, night, light, flight, plight We sleep at night. We went on a flight.	
Wednesday	Introduce /oa/ as **oa** Blending practice	• Previous flashcards • Flashcard 39 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 38–39 • Pupil Practice Booklet 2, page 46	toad, goat, loaf, coat, soap, loaf, goats, boat The toad sat on the road next to the oak tree. That goat has a coat on! That goat has soap on!	• Red B *Target Practice* reading books fully decodable: ○ *Soap in the Moat*
Thursday	/oa/ as **oa** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 47	load, moat, soap, toad, goat, oak, soak A boat was in the moat. Shall we chop the loaf?	
Friday	Common exception word practice: my, you	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 59	my, you, her, they, all, are My kittens are asleep. You can meet my dog. You can sit next to me. I hug my ted at night.	

WEEK 23

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce short /oo/ as **oo** Blending practice	• Previous flashcards • Flashcard 40 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 40–41 • Pupil Practice Booklet 2, page 48	book, look, foot, hook, cook, wooden The cook got a good book. Miss Red took off her hood in the woods. Miss Red took a bag of wool to the woods.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Teach the two sounds represented by the grapheme oo at the same time: short /oo/, long /oo/. • A few common words are spelled with letter u as code for short /oo/, e.g. put, push, pull.
Tuesday	Short /oo/ as **oo** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 49	hood, cook, good, book, wood, foot, hook Can you get the wood? My dad is a good cook.	
Wednesday	Introduce long /oo/ as **oo** Blending practice	• Previous flashcards • Flashcard 40 • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 42–45 • Pupil Practice Booklet 2, page 50	moon, roof, hoof, boots, spoon A rocket can zoom to the moon. Priya has a boot on her roof. Priya has mud on her boots.	• Red B *Target Practice* reading books fully decodable: ○ *The Book Nook* ○ *Pooja's Pool*
Thursday	Long /oo/ as **oo** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 51	boots, moon, spoon, zoom, pool, fool I can swim in the pool. The cat sat on the roof.	
Friday	Common exception word practice: her, they	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 60	her, they, all, are, he, she Her dad is a good cook. They are my big boots. I looked at her book. They are getting a drink.	

WEEK 24

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Consolidate: **ch**, **sh**, **th** Blending and segmenting practice	• Previous flashcards • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 24–29 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 52	shed, this, much, chop, ship, path, thick, chin, rush Jed chops the thick shrubs. Jed rushes to the shops. A moth is in the shed.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **ng**, **ai**, **ee** Blending and segmenting practice	• Previous flashcards • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 30–35 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 53	rain, sleep, aid, ring, song, greet, peep, hail, thing The bell rings and Gail sings. The bell rings but Gail sleeps. The king sails to greet his men.	• The grapheme ng can be pronounced differently according to regional accents and dependent upon the particular word.
Wednesday	Consolidate: **igh**, **oa** Blending and segmenting practice	• Previous flashcards • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 36–39 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 54	high, load, bright, toad, night, moat, right, loan, sight The toads cross the road at night. The toads see cats in a fight. My coat is bright green.	• Red B *Target Practice* reading books fully decodable: ○ *The Moth Plot*
Thursday	Consolidate: short **oo**, long **oo** Blending and segmenting practice	• Previous flashcards • IWB Big Book 2 Episode 2: *Can I Go to Bed Now?*, pages 40–45 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 55	look, book, moon, spoon, food, took, broom, zoom, cook We can look at the cook book. We can look at the wooden spoons. The cook took the broom.	
Friday	Common exception word practice: all, are	• Red CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 2, page 61	all, are, he, she, we, me The logs are all stacked up. All the chicks are in the nest. The pens are all in the pot. We are all having fun.	

WEEK 25

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ar/ as **ar** Blending practice	• Previous flashcards • Flashcard 41 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 1–5 • Pupil Practice Booklet 3, page 2	jar, card, shark, car, park, cars, art, artist Mark was at the park until it got dark. This garden has an arch. This garden has a shark.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • In some accents (e.g. some Scottish accents), the /ar/ sound is pronounced with emphasis on an end /r/ sound. These are sometimes referred to as 'r-controlled' vowels.
Tuesday	/ar/ as **ar** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 3	harp, start, artist, shark, dart, park, part We went to the park. It is dark at night.	
Wednesday	Introduce /or/ as **or** Blending practice	• Previous flashcards • Flashcard 42 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 6–7 • Pupil Practice Booklet 3, page 4	corn, torch, thorn, fork, short, horn, north Lorna will go north with her torch. The rocket shot into orbit. The rocket is worn and torn.	• In some accents (e.g. some Scottish accents), the /or/ sound is pronounced with emphasis on an end /r/ sound. These are sometimes referred to as 'r-controlled' vowels. • Yellow *Target Practice* reading books fully decodable: ○ *The Road Car Cup*
Thursday	/or/ as **or** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 5	sort, fork, horn, thorn, corn, torch, north I cut my leg on a thorn. The torch was bright.	
Friday	Common exception word practice: some, one, said	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 26	some, one, said, come, do, so I had some soap in my bath. One tree has a fort in it. I said she is good at skipping. I had some crisps.	

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

WEEK 25

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ar/ as **ar** Blending practice	• Previous flashcards • Flashcard 41 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 1–5 • Pupil Practice Booklet 3, page 2	jar, card, shark, car, park, cars, art, artist Mark was at the park until it got dark. This garden has an arch. This garden has a shark.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • In some accents (e.g. some Scottish accents), the /ar/ sound is pronounced with emphasis on an end /r/ sound. These are sometimes referred to as 'r-controlled' vowels.
Tuesday	/ar/ as **ar** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 3	harp, start, artist, shark, dart, park, part We went to the park. It is dark at night.	
Wednesday	Introduce /or/ as **or** Blending practice	• Previous flashcards • Flashcard 42 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 6–7 • Pupil Practice Booklet 3, page 4	corn, torch, thorn, fork, short, horn, north Lorna will go north with her torch. The rocket shot into orbit. The rocket is worn and torn.	• In some accents (e.g. some Scottish accents), the /or/ sound is pronounced with emphasis on an end /r/ sound. These are sometimes referred to as 'r-controlled' vowels. • Yellow *Target Practice* reading books fully decodable: ○ *The Road Car Cup*
Thursday	/or/ as **or** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 5	sort, fork, horn, thorn, corn, torch, north I cut my leg on a thorn. The torch was bright.	
Friday	Common exception word practice: some, one, said	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 26	some, one, said, come, do, so I had some soap in my bath. One tree has a fort in it. I said she is good at skipping. I had some crisps.	

WEEK 26

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ur/ as **ur** Blending practice	• Previous flashcards • Flashcard 43 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 8–9 • Pupil Practice Booklet 3, page 6	burst, curls, fur, surf, turn, hurt, turnip Jon went surfing and hurt himself. The toast is hurt. The toast is burnt.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • In some accents (e.g. some Scottish accents), the /ur/ sound is pronounced with emphasis on an end /r/ sound. These are sometimes referred to as 'r-controlled' vowels.
Tuesday	/ur/ as **ur** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 7	burn, turn, curls, churn, surf, hurt, burst My green balloon burst. I hurt my arm.	
Wednesday	Introduce /ou/ as **ow** Blending practice	• Previous flashcards • Flashcard 44 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 10–11 • Pupil Practice Booklet 3, page 8	owl, cow, crown, gown, brown, crowd The brown cow sat down. The queen has a crown. The queen has a towel.	• Yellow *Target Practice* reading books fully decodable: ○ *Carla at the Market* ○ *Smart Shark*
Thursday	/ou/ as **ow** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 9	brown, down, howl, scowl, owl, crown, prowl, owls My bath towel is brown. The cow was brown.	
Friday	Common exception word practice: come, do, so	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 27	come, do, so, were, when, have Come and see this owl. It is hot so sit down. My cat sleeps so much. Turn left to get to the shop.	

WEEK 27

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /oi/ as **oi** Blending practice	• Previous flashcards • Flashcard 45 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 12–13 • Pupil Practice Booklet 3, page 10	coin, poison, oil, point, spoil, coins, soil A coin was in the soil. Joss points at the soil. Joss points at the oil.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • The grapheme oi is never used at the end of a word except in 'coi carp'.
Tuesday	/oi/ as **oi** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 11	toil, spoil, avoid, boil, coin, soil, point, moist The soil in the garden is moist. I point at six coins.	
Wednesday	Introduce /eer/ as **ear** Blending practice	• Previous flashcards • Flashcard 46 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 14–15 • Pupil Practice Booklet 3, page 12	ear, tear, beard, earrings, hear, ears, shears, tears Last year it was clear that my ears did not hear. My dad cut his beard short. My dad has a big beard.	• Yellow *Target Practice* reading books fully decodable: ○ *The Turnip Harvest*
Thursday	/eer/ as **ear** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 13	fear, shear, dear, near, tear, earrings, spear, gears I sit near Jill. I can hear you tapping.	
Friday	Common exception word practice: were, when	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 28	were, when, have, there, out, like We were waiting for the train. We were looking at a book. I see the moon when I go to bed. I hug my mum when I see her.	

WEEK 28

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /air/ as **air** Blending practice	• Previous flashcards • Flashcard 47 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 16–17 • Pupil Practice Booklet 3, page 14	chair, stairs, pair, hair My mum has long fair hair. The foxes are in the lair. The foxes are not in the lair.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/air/ as **air** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 15	fair, hair, lair, pair, chair, stairs My hair is fair. I sat in the brown chair.	
Wednesday	Introduce /y+oor/ as **ure** Blending practice	• Previous flashcards • Flashcard 48 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 18–19 • Pupil Practice Booklet 3, page 16	manure, mature, secure, pure, cure, pasture A mature cheese is a good cure for sadness. A padlock keeps the chair secure. A padlock keeps the chest secure.	• The grapheme ure is pronounced /y+oor/ in most words and /oor/ in just a few words, e.g. sure, insure, assure. • Yellow *Target Practice* reading books fully decodable: ○ *Coin Hunt*
Thursday	/y+oor/ as **ure** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 17	pure, cure, manure, secure, manicure That manure stinks! You can add manure to garden soil.	
Friday	Common exception word practice: have, there	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 29	have, there, out, like, little, what I have a black rabbit. I sit still when I have my hair cut. There are three packets of crisps. I have short brown hair.	

WEEK 29

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce schwa /uh/ as **er** Blending practice	• Previous flashcards • Flashcard 49 • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 20–24 • Pupil Practice Booklet 3, page 18	hammer, ladder, spanner, letter, summer, shelter, supper My sister is a farmer. The goat took shelter in the thunderstorm. The goat took shelter in the summer sun.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • A schwa is an unstressed syllable which often sounds close to /uh/. It is more problematic for spelling than reading. • Yellow *Target Practice* reading books fully decodable: ○ *The Clever Mirror* ○ *The River Raft Dash*
Tuesday	Schwa /uh/ as **er** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 19	clever, smarter, bigger, ladder, letter, thinner, fatter The farmer got his digger. My sister is bigger than me.	
Wednesday	Consolidate: **ar**, **or** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 1–7 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 20	farm, born, cord, sort, park, torn, target, market, start You can get some cord at the market. You can get some corn at the market. We went to a farmyard.	
Thursday	Consolidate: **ur**, **ow** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 8–11 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 21	turn, brown, down, cow, burnt, clown, turf, surf, hurt That clown has a bunch of flowers. That clown has a bunch of showers. Mum burnt my toast.	
Friday	Common exception word practice: out, like	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 30	out, like, little, what, some, one The chick is out of the nest. I like to sing in the shower. I like to get flowers for my nan. We ran out of milk.	

WEEK 30

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Consolidate: **oi**, **ear** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 12–15 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 22	coin, dear, moist, clear, foil, smear, joint, hear, boil Jamal joins the farmer to shear the sheep. Jamal joins the farmer to avoid the sheep. I can hear you yelling.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **air**, **ure** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 16–19 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 23	fair, secure, cure, manure, stairs, pure, lure, chair, pair Sami was secured into his highchair. Sami was not secured into his highchair. The lock is secure.	
Wednesday	Consolidate: **er**, **ar** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 20–24 and pages 4–5 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 24	ladder, thunder, garden, shark, letter, silver, winner, smart, boxer The smart waiter has supper on a silver platter. The smart waiter drops supper onto the customer. The painter was an artist.	• Yellow *Target Practice* reading books fully decodable: ○ *This is Canada*
Thursday	Consolidate: **or**, **ur** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 6–9 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 25	cork, turn, fur, turnip, worn, curls, orbit, snort, fort We had thorn burgers at the north port. We had corn burgers in the tree fort. Nan curls my short hair.	
Friday	Common exception word practice: little, what	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 31	little, what, some, one, said, come I have a little sister. Cam hurt his little finger. What shall we do at the park? What do you need to get at the shop?	

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

Lesson/Activity Sequencing

End of Reception/ Start of Year 1

Phonics Curriculum Overview

Yellow	3–4	/ar/ as in **car** /or/ as in **fork** /ur/ as in **purse** /ou/ as in **owl**	/oi/ as in **coin** /eer/ as in **ear** /air/ as in **chair**	/y+oor/ as in **manure** /uh/ as in **hammer**	some, one, said, come, do, so, were, when, have, there, out, like, little, what	x 24 Additional Rocket Phonics reading practice books x 84	Teacher's Guide (including Assessment) x 1
Yellow+	3–4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.					
Blue	4–5	/w/ as in **wheel** /f/ as in **dolphin** /ai/ as in **crayon** /ai/ as in **cake**	/ai/ as in **acorn** /ee/ as in **scene** /ee/ as in **shield** /ee/ as in **peach**				
Blue	4–5	/igh/ as in **child** /igh/ as in **time** /igh/ as in **pie** /igh/ as in **spy**	/oa/ as in **rope** /oa/ as in **snow** /oa/ as in **toe** /oa/ as in **piano**	/ee/ as in **happy** /ee/ as in **key**	some, one, said, come, do, so, were, when, have, there, out, like, little, what	Flashcards x 70 Pupil Practice Booklets x 3 Target Practice reading books x 24 Additional Rocket Phonics reading practice books x 30	Flashcards x 70 Teaching storybooks ('Big Books') x 3 Target Practice reading books as eBooks x 24 Additional Rocket Phonics reading practice ebooks x 30 Teacher's Guide (including Assessment) x 1
Green	5	/y+oo/ as in **unicorn** short /oo/ as in **push** /y+oo/ as in **cube** long /oo/ as in **flute**	/y+oo/ as in **statue** long /oo/ as in **blue** /y+oo/ as in **news** long /oo/ as in **screw**	/ur/ as in **herbs** /ur/ as in **bird** /ou/ as in **cloud** /oi/ as in **toy**	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please		
		/or/ as in **astronaut** /or/ as in **strawberry** /oa/ as in **shoulder** long /oo/ as in **soup**	short /oo/ as in **should** /ar/ as in **father** and **palm** /ur/ as in **pearl** and **world** /eer/ as in **deer** and **here**	/air/ as in **square**, **bear** and **there** /or/ as in **ball**, **four**, **core**, **door**, **daughter**			
Orange	5–6	/s/ as in **celery** /j/ as in **giraffe** /e/ as in **bread** /s/ as in **house**	/s/ as in **fence** /k/ as in **school** /sh/ as in **chef** /j/ as in **bridge**	/j/ as in **package** /uh/ as in **mother**			
		/ul/ as in **bottle** /t/ as in **mixed** /d/ as in **drilled** /m/ as in **comb**	/n/ as in **knot** /n/ as in **sign** /r/ as in **writing** /ch/ as in **hatching**	/zh/ as in **treasure**, **television**, **collage**			
		/ch+u/ as in **picture** /i/ as in **pyramid** /s/ as in **scissors** /s/ as in **whistle**	/o/ as in **watch** /sh/ as in **station** /sh/ as in **musician** /sh/ as in **percussion**				

Throughout Year One use alien words for decoding pseudo ('Alien') words for sounds learnt as part of lesson introductions to check phonic knowledge additional in class activities will then be planned outside of phonics for sets of sounds that have been learnt.

WEEK 30

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Consolidate: **oi**, **ear** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 12–15 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 22	coin, dear, moist, clear, foil, smear, joint, hear, boil Jamal joins the farmer to shear the sheep. Jamal joins the farmer to avoid the sheep. I can hear you yelling.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **air**, **ure** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 16–19 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 23	fair, secure, cure, manure, stairs, pure, lure, chair, pair Sami was secured into his highchair. Sami was not secured into his highchair. The lock is secure.	
Wednesday	Consolidate: **er**, **ar** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 20–24 and pages 4–5 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 24	ladder, thunder, garden, shark, letter, silver, winner, smart, boxer The smart waiter has supper on a silver platter. The smart waiter drops supper onto the customer. The painter was an artist.	• Yellow *Target Practice* reading books fully decodable: ○ *This is Canada*
Thursday	Consolidate: **or**, **ur** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 1: *A Home for Elvis*, pages 6–9 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 25	cork, turn, fur, turnip, worn, curls, orbit, snort, fort We had thorn burgers at the north port. We had corn burgers in the tree fort. Nan curls my short hair.	
Friday	Common exception word practice: little, what	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 31	little, what, some, one, said, come I have a little sister. Cam hurt his little finger. What shall we do at the park? What do you need to get at the shop?	

WEEK 3I

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /w/ as **wh** Blending practice	• Previous flashcards • Flashcard 50 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 25–29 • Pupil Practice Booklet 3, page 32	wheel, whisk, whisper, when We can whip the eggs with a whisk. My wheel bent when I crashed. My whisk bent when I crashed.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Sometimes children may start spelling 'with' as 'whith' and 'went' as 'whent'. If you find this, add the correct spellings of these words to your display board.
Tuesday	/w/ as **wh** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 33	whip, when, whisper, wheel, whisk, which Which one is the biggest? I can whisper to you.	
Wednesday	Introduce /f/ as **ph** Blending practice	• Previous flashcards • Flashcard 51 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 30–31 • Pupil Practice Booklet 3, page 34	dolphin, alphabet, elephant, graph, phonics Phillip was an orphaned elephant. The dolphin can point at the alphabet letters. The dolphin can point at the elephants.	• Blue *Target Practice* reading books fully decodable: ○ *The Pink River Dolphin*
Thursday	/f/ as **ph** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 35	graph, phonics, dolphin, elephant It is a dolphin. I can tell you the alphabet.	
Friday	Common exception word practice: some, one, said	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 56	some, one, said, come, do, so I have some books. I can see one flower. 'It is raining,' my dad said. I have lost one sock.	

WEEK 32

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ai/ as **ay** Blending practice	• Previous flashcards • Flashcard 52 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 32–33 • Pupil Practice Booklet 3, page 36	crayon, tray, play, rays, hay, crayons On Sunday I like to play with crayons. May set up a display on a crayon. May set up a display on a tray.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Grapheme ay can be within a word, or at the end of a word.
Tuesday	/ai/ as **ay** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 37	tray, say, play, may, crayon, display I like to play at the park. I like to play with dolls.	
Wednesday	Introduce /ai/ as **a–e** Blending practice	• Previous flashcards • Flashcard 53 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 34–35 • Pupil Practice Booklet 3, page 38	cake, snake, spade, grapes, made, lake, crane, gate Fred will bake a cake in the shape of a snake. A crate was next to the plane. A gate was next to the plane.	• Blue *Target Practice* reading books fully decodable: ○ *Jake's Game* ○ *No Holiday for Asaph*
Thursday	/ai/ as **a–e** Segmenting practice	• Frieze, • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 39	made, game, cake, bake, snake, spade, fame, plane I like red grapes. We can all play a game.	
Friday	Common exception word practice: come, do, so	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 57	come, do, so, were, when, have 'Come and play in the sandpit,' said Mum. 'Do you like fish and chips?' said Dad. 'It is so hot today,' said Zara. I slept so well last night.	

WEEK 33

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ai/ as **a** Blending practice	• Previous flashcards • Flashcard 54 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 36–37 • Pupil Practice Booklet 3, page 40	apron, acorn, apricot, bagel My apron has a little pocket for acorns. We had bagels and acorns for lunch. We had bagels and apricots for lunch.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • For wider reading teach: *Try the short vowel sound /a/ first, if that does not sound right then try the long vowel /ai/ sound.* • Other less common graphemes that are code for the /ai/ sound include: ei as in reindeer, beige eigh as in eight, neighbour ey as in prey
Tuesday	/ai/ as **a** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 41	bagel, apricot, basic, label, acorn, apron I like jam bagels.	
Wednesday	Introduce /ee/ as **e–e** Blending practice	• Previous flashcards • Flashcard 55 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 38–39 • Pupil Practice Booklet 3, page 42	complete, these, theme, delete, extreme, compete, evening My sister competes in extreme sports. Stefan can complete the tower. Stefan can delete the tower.	• Blue *Target Practice* reading books fully decodable: ○ *Amazing Alligators*
Thursday	/ee/ as **e–e** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 43	theme, delete, even, complete, extreme, compete Shall we compete in the contest? I can press delete.	
Friday	Common exception word practice: were, when	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 58	were, when, have, there, out, like The ducks were swimming. We were painting. I will sleep when it is dark. I had an apron on when we baked cakes.	

WEEK 34

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /ee/ as **ie** Blending practice	• Previous flashcards • Flashcard 56 • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 40–41 • Pupil Practice Booklet 3, page 44	thief, cookie, shield, briefcase, chief, cookies, field, movie Tim shrieked when a frog fell out of his briefcase. The thief took the cookies. The thief took the shield.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • In some accents, ie at the end of a word is pronounced between an /i/ and an /ee/ sound. • Note the pronunciation tweak needed in the word movie. Children will sound the grapheme o as /o/ so will need support to tweak to a long /oo/ sound to produce 'movie'.
Tuesday	/ee/ as **ie** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 45	thief, chief, field, relief, cookie, shield, brief We ran across the corn field. I made cookies with my sister.	

Wednesday	Introduce /ee/ as **ea**
	
	Blending practice
		• Previous flashcards
		• Flashcard 57
		• IWB Big Book 3 Episode 2: *No Place Like Home*, pages 42–45
		• Pupil Practice Booklet 3, page 46
			peach, leaf, bean, beak, heat, cream, beans, feast
			
			I like to read books on real beasts.
			
			In my dream we had a feast of peaches and cream.
			
			In my dream we had a feast of beans on toast.
				• Grapheme ea as code for the /ai/ sound is rare. Note the three common root words: break, steak, great.
				
				• Blue *Target Practice* reading books fully decodable:
				  ○ *Oatmeal Cookies*
				  ○ *The Peach Feast*

Thursday	/ee/ as **ea** Segmenting practice	• Frieze • Sounds Mat 2 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 47	peach, cheat, speak, leaf, beak, reach, neat I can reach the high shelf. A green bug hid under the leaf.	
Friday	Common exception word practice: have, there	• Yellow CEW flashcards • Flipchart or board for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 59	have, there, out, like, little, what I have a pet dog named Ruff. There are three bugs on that leaf. Karim and Sida have winter hats. There are berries on my cake.	

WEEK 35

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Consolidate: **wh** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 26–29 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 48	when, whip, which, wheel, wham, wheat, whisper, whisk, whim The farmer gathers the wheat. The farmer gathers the wheels. You need to whisk the eggs.	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **ph** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 30–31 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 49	phonics, orphan, elephant, graph, dolphin, alphabet, Phillip, phantom, graphics Phillip fed the dolphin. Phillip fed the elephant. An orphan has no mum or dad.	
Wednesday	Consolidate: **ay** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 32–33 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 50	crayon, play, delay, display, say, tray, ray, may, Sunday Carol has three crayons. Carol has seven crayons. On Sunday we went to the woods.	• Blue *Target Practice* reading books fully decodable: ○ *Hayma's Star*
Thursday	Consolidate: **a–e** Blending and segmenting practice	• Previous flashcards • IWB Big Book 3 Episode 2: *No Place Like Home*, pages 34–35 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 51	came, blame, take, mistake, made, gate, plate, snake, spade The snake has made a mistake. The snake has a bunch of grapes. A bug sat on the garden gate.	
Friday	Common exception word practice: out, like	• Yellow CEW flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 3, page 60	out, like, little, what, some, one Lola left her trainers out in the yard. The kitten likes playing with string. I like banana milkshake. We went out in the rain.	

WEEK 1

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /igh/ as **i** Blending practice	• Previous flashcards • Flashcard 1 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 1–3 • Pupil Practice Booklet 4, page 2	mind, find, pint, blind, child, kind, grind, wind	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • For wider reading of letter i teach: *Try the short vowel sound /i/ first, if that does not sound right, then try the long vowel /igh/ sound.*
Tuesday	/igh/ as **i** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 3	kind, child, blind, mind, find, pint, remind, minus	
Wednesday	Introduce /igh/ as **i–e** Blending practice	• Previous flashcards • Flashcard 2 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 4–5 • Pupil Practice Booklet 4, page 4	time, pine, mine, like, ripe, slide, inside, lime, bike, Mike, ride, pike, sunshine, prize	• Blue *Target Practice* reading books fully decodable: ○ *Sunshine and the Tiger*
Thursday	/igh/ as **i–e** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 5	inside, lime, bike, Mike, ride, pike, slime, drive, pine, time, chime, stripes, line, wipe	
Friday	Common exception word practice: some, one, said	• Yellow common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 26	some, one, said, come, do, so, were	

WEEK 2

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /igh/ as **ie** Blending practice	• Previous flashcards • Flashcard 3 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 6–7 • Pupil Practice Booklet 4, page 6	pie, lied, fried, tie, tried, denied, replied, dried	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/igh/ as **ie** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 7	pie, tried, replied, lied, fried, dried, tied, cries, flies, dries, cried	
Wednesday	Introduce /igh/ as **y** Blending practice	• Previous flashcards • Flashcard 4 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 8–9 • Pupil Practice Booklet 4, page 8	sky, sly, try, why, dry, by, spy, my, cry, butterfly	• Blue *Target Practice* reading books fully decodable: ○ *Scotland's Wildlife* ○ *Spike the Spy*
Thursday	/igh/ as **y** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 9	spy, try, sly, my, dry, sky, shy, flying, trying, cry, magnify, fly, pry	
Friday	Common exception word practice: come, do, so	• Yellow common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 27	come, do, so, were, when, have, there	

WEEK 3

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /oa/ as **o–e** Blending practice	• Previous flashcards • Flashcard 5 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 10–11 • Pupil Practice Booklet 4, page 10	home, drone, note, rope, alone, Hope, stones, alone, Jones, throne, stove, stone, Hope's	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Note words with the letter string 'ove' which are not pronounced with an /oa/ sound, e.g. love, glove, dove, above.
Tuesday	/oa/ as **o–e** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 11	Hope, home, stones, alone, Jones, throne, stove, explode, bone, drone, tone, code, globe, stone	
Wednesday	Introduce /oa/ as **ow** Blending practice	• Previous flashcards • Flashcard 6 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 12–13 • Pupil Practice Booklet 4, page 12	grow, snow, glow, show, blow, bowl, window, low, shadows, rows, barrow, glowing	• Blue *Target Practice* reading books fully decodable: ○ *A Home for Rose*
Thursday	/oa/ as **ow** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 13	glow, window, low, snow, glowing, shadows, blow, shadow, yellow, throw, grow, snowing	
Friday	Common exception word practice: were, when	• Yellow common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 28	were, when, have, there, out, like	

WEEK 4

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /oa/ as **oe** Blending practice	• Previous flashcards • Flashcard 7 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 14–15 • Pupil Practice Booklet 4, page 14	toe, doe, potatoes, woe, foe, tomatoes, heroes, hoe, toes	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Note the singular spelling of these word examples: potato – potatoes tomato – tomatoes hero – heroes
Tuesday	/oa/ as **oe** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 15	tomatoes, potatoes, heroes, toe, foe, doe, woe, goes, hoe	
Wednesday	Introduce /oa/ as **o** Blending practice	• Previous flashcards • Flashcard 8 • IWB Big Book 4 Episode 1: *The Pie-Making Contest, pages* 16–17 • Pupil Practice Booklet 4, page 16	old, both, don't, cold, gold, hold, told, won't, tomato, potato, golden, oval, piano	• For wider reading of letter o teach: *Try the short vowel sound /o/ first, if that does not sound right, then try the long vowel /oa/ sound.* • Blue *Target Practice* reading books fully decodable: ○ *The Fox and the Crow*
Thursday	/oa/ as **o** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 17	old, gold, told, both, won't, piano, cold, bold, oval, hello, most, potato, older	
Friday	Common exception word practice: have, there	• Yellow common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 29	have, there, out, like, little, what	

WEEK 5

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ee/ as **y** Blending practice	• Previous flashcards • Flashcard 4 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 18–19 • Pupil Practice Booklet 4, page 18	silly, happy, crazy, funny, sticky, angry, Daddy, Billy, Sally, very, yummy, rainy, family, twenty	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • In some accents, the end -y is pronounced between an /i/ and /ee/ sound.
Tuesday	/ee/ as **y** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 19	Daddy, Billy, Sally, story, silly, funny, very, yummy, rainy, family, grumpy, heavy, windy, stormy, luckily, teddy, jolly	
Wednesday	Introduce /ee/ as **ey** Blending practice	• Previous flashcards • Flashcard 9 • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 20–22 • Pupil Practice Booklet 4, page 20	alley, donkey, chutney, valley, chimney, hockey, honey, key, trolley, money	• In some accents, the end -ey is pronounced between an /i/ and /ee/ sound. • Blue *Target Practice* reading books fully decodable: ○ *The Old Bone Thief* ○ *Rover Follows His Nose*
Thursday	/ee/ as **ey** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 21	honey, valley, donkey, chutney, chimney, key, turkey, trolley, alley	
Friday	Common exception word practice: out, like	• Yellow common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 30	out, like, little, what, some, one	

WEEK 6

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Consolidate: **i**, **i–e**, **ie** Blending and segmenting practice	• Previous flashcards • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 1–7 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 22	dried, mind, shine, kind, replied, find, invite, prize, pie, tried, hide, behind, slide, grind, wind, sunshine, prize, child, ripe, mice, fried	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **y**, **o–e** Blending and segmenting practice	• Previous flashcards • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 8–11 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 23	sky, rope, smoke, stone, try, joke, dry, bone, spy, home, drove, cry, butterfly, note, stone	
Wednesday	Consolidate: **ow**, **oe**, **o** Blending and segmenting practice	• Previous flashcards • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 12–17 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 24	window, heroes, cold, toes, slow, woe, hold, told, grown, golden, snow, rows, barrows, hoe, tomato, potato, golden, oval, mows, glow, tomatoes, potatoes	• Blue *Target Practice* reading books fully decodable: ○ *My Beehive*
Thursday	Consolidate: **y**, **ey** Blending and segmenting practice	• Previous flashcards • IWB Big Book 4 Episode 1: *The Pie-Making Contest*, pages 18–22 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 25	slowly, alley, grumpy, trolley, mummy, valley, sleepy, donkey, happy, Sammy, twenty, key, money, family, twenty	
Friday	Common exception word practice: little, what	• Yellow common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 31	little, what, some, one, said, come	

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

WEEK 7

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /y+oo/ as **u** Blending practice	• Previous flashcards • Flashcard 10 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 23–25 • Pupil Practice Booklet 4, page 32	unit, unicorn, music, tuba, human, uniform, student	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • For wider reading of letter u teach: *Try the short vowel sound /u/ first, if that does not sound right then try the long vowel /y+oo/ sound.*
Tuesday	/y+oo/ as **u** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 33	student, music, uniform, unicorn, tuba, unit, human	
Wednesday	Introduce short /oo/ as **u** Blending practice	• Previous flashcards • Flashcard 10 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 26–27 • Pupil Practice Booklet 4, page 34	put, pull, push, full, bush, pudding, cushions, puddings, pulled	• The letter u is sometimes code for a long /oo/ sound, e.g. flu, judo, super, truth, Ruth and Pluto. • Green *Target Practice* reading books fully decodable: ○ *Rosa Parks*
Thursday	Short /oo/ as **u** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 35	pudding, bush, pulled, full, bull, push, pull, put, puddings	
Friday	Common exception word practice: oh, their	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 56	oh, their, people, Mr, Mrs, looked	

WEEK 8

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /y+oo/ as **u–e** Blending practice	• Previous flashcards • Flashcard 11 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 28–29 • Pupil Practice Booklet 4, page 36	cube, tune, use, computer, amused, costume, cute, tubes, duke	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/y+oo/ as **u–e** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 37	costume, cute, amused, tubes, use, computer, cube, tune, dune, tube	
Wednesday	Introduce long /oo/ as **u–e** Blending practice	• Previous flashcards • Flashcard 11 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 30–31 • Pupil Practice Booklet 4, page 38	rule, June, flute, prune, rude, include, Luke, prunes, Jude, Luke's	• Green *Target Practice* reading books fully decodable: ○ *Chancay's Fire Quest*
Thursday	Long /oo/ as **u–e** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 39	June, Luke, prunes, rude, Jude, prune, rule, lute, flute	
Friday	Common exception word practice: people	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 57	people, Mr, Mrs, looked, called	

WEEK 9

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /y+oo/ as **ue** Blending practice	• Previous flashcards • Flashcard 12 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 32–33 • Pupil Practice Booklet 4, page 40	cue, due, venue, rescue, argue, queue, barbecue, Tuesday, statue	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Note: the word queue segments into /k/+/y+oo/, therefore que is code for the /k/ sound and ue is code for /y+oo/.
Tuesday	/y+oo/ as **ue** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 41	queue, barbecue, Tuesday, rescue, argue, statue, venue, due	
Wednesday	Introduce long /oo/ as **ue** Blending practice	• Previous flashcards • Flashcard 12 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 34–35 • Pupil Practice Booklet 4, page 42	clue, blue, glue, true, issue, tissue, Sue, flue, tissues	• For the words issue and tissue, most people pronounce ss as the /sh/ sound. • Green *Target Practice* reading books fully decodable: ○ *The Stone Snake* ○ *Storm Rescue*
Thursday	Long /oo/ as **ue** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 43	Sue, blue, tissues, glue, issue, clue, true, flue	
Friday	Common exception word practice: Mr, Mrs	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 58	Mr, Mrs, looked, called, asked, could	

WEEK 10

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /y+oo/ as **ew** Blending practice	• Previous flashcards • Flashcard 13 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 36–37 • Pupil Practice Booklet 4, page 44	new, stew, nephew, few, dew, pewter, Dew, newspaper, mildew, news	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/y+oo/ as **ew** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 45	Dew, stew, nephew, new, pewter, newspaper, few, mildew, newborn, news	
Wednesday	Introduce long /oo/ as **ew** Blending practice	• Previous flashcards • Flashcard 13 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 38–39 • Pupil Practice Booklet 4, page 46	blew, flew, threw, chew, grew, screw, shrew, chewed, brew	• Green *Target Practice* reading books fully decodable: ○ *The Grumpy Donkey*
Thursday	Long /oo/ as **ew** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 47	blew, flew, shrew, chewed, chew, grew, brew, screws, threw, brews	
Friday	Common exception word practice: looked, called	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 59	looked, called, asked, could, water, where	

WEEK II

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ur/ as **er** Blending practice	• Previous flashcards • Flashcard 14 • IVB Big Book 4 Episode 2: *Lily to the Rescue*, pages 40–41 • Pupil Practice Booklet 4, page 48	herb, expert, perch, alert, person, desert, servant, herbs, deserts	• Remember you can use the digital flashcard decks, with the IVB Big Book, as well as your physical flashcards.
Tuesday	/ur/ as **er** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 49	expert, desert, perch, person, alert, stern, germs, fern, servant, deserts	
Wednesday	Introduce /ur/ as **ir** Blending practice	• Previous flashcards • Flashcard 15 • IVB Big Book 4 Episode 2: *Lily to the Rescue*, pages 42–43 • Pupil Practice Booklet 4, page 50	bird, shirt, first, girl, thirsty, twirl, skirt, swirl, stir, thirteen, swirls	• Green *Target Practice* reading books fully decodable: ○ *Blackbird Girl*
Thursday	/ur/ as **ir** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 51	girl, skirt, bird, swirl, twirl, thirst, thirty, thirteen, squirt, squirmed, dirty, firm, third	
Friday	Common exception word practice: asked, could	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 60	asked, could, water, where, oh, their	

WEEK 12

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ou/ as **ou** Blending practice	• Previous flashcards • Flashcard 16 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, pages 44–45 • Pupil Practice Booklet 4, page 52	loud, about, sound, cloud, found, mountain, proud, fountain, Sprout, mountains, clouds, sounds	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • The grapheme ou as code for the sound /ou/ is never found at the end of a word. • ough is rarely used as code for the /ou/ sound, e.g. bough, plough.
Tuesday	/ou/ as **ou** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 53	mountains, clouds, proud, sounds, loud, pound, found, round, shout, sprouts, bound, sound	
Wednesday	Introduce /oi/ as **oy** Blending practice	• Previous flashcards • Flashcard 17 • IWB Big Book 4 Episode 2: *Lily to the Rescue*, page 46 • Pupil Practice Booklet 4, page 54	boy, annoy, enjoy, toy, royal, destroy, convoy, annoying, destroying, toys	• The grapheme oi is never used at the end of a word except in coi carp. • Green *Target Practice* reading books fully decodable: ○ *Bird Boy* ○ *All Stuck Together*
Thursday	/oi/ as **oy** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 55	royal, destroy, annoying, destroying, toys, boys, enjoy, joy, toy, annoy	
Friday	Common exception word practice: water, where	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 4, page 61	water, where, oh, their, people, Mr	

WEEK 13

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /or/ as **au** Blending practice	• Previous flashcards • Flashcard 18 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 1–3 • Pupil Practice Booklet 5, page 2	launch, haul, August, jaunt, author, automatic, Paula, auburn, haunted, hauled, astronauts, astronaut	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/or/ as **au** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 3	astronauts, hauled, August, launch, Paul, author, haunted, haul, launched	
Wednesday	Introduce /or/ as **aw** Blending practice	• Previous flashcards • Flashcard 19 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 4–5 • Pupil Practice Booklet 5, page 4	saw, yawn, shawl, paw, lawn, drawer, Dawn, yawned, tawny, paws, strawberry	• Green *Target Practice* reading books fully decodable: ○ *Alpha 3: Thaw Out!*
Thursday	/or/ as **aw** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 5	Dawn, lawn, paws, yawned, saw, tawny, yawn, draw, crawl, fawn, shawl	
Friday	Common exception word practice: who, again	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 26	who, again, thought, through, many, laughed	

WEEK 14

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce **ou** as /oa/ and long /oo/, and **oul** as short /oo/ Blending practice	• Previous flashcards • Flashcards 16 and 20 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 6–7 • Pupil Practice Booklet 5, page 6	you, would, shoulder, soup, could, boulder, couldn't, shouldn't, group	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Introduce this lesson focusing on these specific words in groups: o shoulder, boulder, mould o soup, group, you o should, could, would
Tuesday	**ou** as /oa/ and long /oo/, and **oul** as short /oo/ Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 7	soup, boulder, couldn't, shoulder, shouldn't, group, could, should, would	
Wednesday	Introduce /ar/ as **a** and **al** Blending practice	• Previous flashcards • Flashcards 21 and 22 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 8–9 • Pupil Practice Booklet 5, page 8	path, father, bath, half, palm, calm	• Words like path and bath are often pronounced with letter a as code for /a/ depending on regional accent. • Green *Target Practice* reading books fully decodable: o *Irving's New Friend*
Thursday	/ar/ as **a** and **al** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 9	father, path, palm, calm, half, drama, llama, calf, bath	
Friday	Common exception word practice: thought, through	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 27	thought, through, many, laughed, because, any	

WEEK 15

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ur/ as **ear** and **or** Blending practice	• Previous flashcards • Flashcards 23 and 24 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 10–11 • Pupil Practice Booklet 5, page 10	learn, earth, search, world, worm, worst, early, earthworms, learned, pearl	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Letter w preceding 'or' alerts the reader to say wer, as in worm, work, and worth. There are some exceptions, e.g. worn, worry.
Tuesday	/ur/ as **ear** and **or** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 11	early, search, earthworms, learned, worst, world, earth, worm, pearl, work, worked	
Wednesday	Introduce /eer/ as **eer** and **ere** Blending practice	• Previous flashcards • Flashcards 25 and 26 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 12–13 • Pupil Practice Booklet 5, page 12	deer, sneer, adhere, here, sheer, interfere, volunteer, cheerful, cheer	• Green *Target Practice* reading books fully decodable: ○ *My Lapland Trip* ○ *The Worst Show in the World*
Thursday	/eer/ as **eer** and **ere** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 13	deer, volunteer, cheerful, here, steer, peer, mere, peered, sneer, cheer	
Friday	Common exception word practice: many, laughed	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 28	many, laughed, because, any, eyes, friends	

WEEK 16

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /air/ as **are**, **ear** and **ere** Blending practice	• Previous flashcards • Flashcards 23, 26 and 27 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 14–15 • Pupil Practice Booklet 5, page 14	care, there, square, pear, where, wear, Clare, shared, hare, tear, squares, bear	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • As a word, 'are' is pronounced /ar/ but as a grapheme (as part of a word), it is pronounced /air/.
Tuesday	/air/ as **are**, **ear** and **ere** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 15	Clare, pear, wear, squares, where, there, shared, share, square, care	
Wednesday	Introduce /or/ as **al** Blending practice	• Previous flashcards • Flashcard 22 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 16–17 • Pupil Practice Booklet 5, page 16	ball, walk, stalk, fall, talk, chalk, hall, tall, beanstalk, stalks	• Note: these words are a useful bank of words to introduce together alongside /or/ as al: also, almost, always, altogether (letter a is code for /or/ in these words). • Green *Target Practice* reading books fully decodable: ○ *We Care FC!*
Thursday	/or/ as **al** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 17	walk, ball, talk, stalks, taller, fall, tall, chalk, stalk	
Friday	Common exception word practice: because, any	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 29	because, any, eyes, friends, once, please	

WEEK 17

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /or/ as **our** Blending practice	• Previous flashcards • Flashcard 28 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 18–19 • Pupil Practice Booklet 5, page 18	four, your, court, pour, tour, fourth, fourteenth, tournament, poured	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • The grapheme our may sound like /er/ or schwa /uh/ dependent on accent, e.g. colour, flavour, favour.
Tuesday	/or/ as **our** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 19	fourteenth, tournament, tour, court, four, pour, your, fourteen	
Wednesday	Introduce /or/ as **ore** Blending practice	• Previous flashcards • Flashcard 29 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 20–21 • Pupil Practice Booklet 5, page 20	core, pore, before, more, adore, snore, bored, explore, sore, tore, adores	• Green *Target Practice* reading books fully decodable: ○ *Fungi Facts with Ruby and Jack*
Thursday	/or/ as **ore** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 21	bored, explore, adores, core, before, more, pore, sore, tore, adore	
Friday	Common exception word practice: eyes, friends	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 30	eyes, friends, once, please, who, again	

WEEK 18

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /or/ as **oor** Blending practice	• Previous flashcards • Flashcard 30 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 22–23 • Pupil Practice Booklet 5, page 22	poor, floor, poorly, door, indoor, flooring	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/or/ as **oor** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 23	poorly, indoor, flooring, door, floor, poor, moor	
Wednesday	Introduce /or/ as **augh** Blending practice	• Previous flashcards • Flashcard 31 • IWB Big Book 5 Episode 1: *Lost in the Woods!* pages 24–26 • Pupil Practice Booklet 5, page 24	caught, daughter, haughty, taught, naughty, fraught	• Green *Target Practice* reading books fully decodable: ○ *Animals, Where are You?* ○ *Jade's Tournament*
Thursday	/or/ as **augh** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 25	fraught, daughter, caught, taught, naughty	
Friday	Common exception word practice: once, please	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 31	once, please, who, again, thought, through	

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

WEEK 19

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /s/ as **c** Blending practice	• Previous flashcards • Flashcard 32 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 27–29 • Pupil Practice Booklet 5, page 32	cell, parcel, celery, city, accent, December, Lacey, icy, fancy, ice, decided, cinema, slice, mice, parcels	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Letters e, i or y alert the reader that the preceding c will represent the /s/ sound. This is often described as a soft c.
Tuesday	/s/ as **c** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 33	Lacey, parcels, city, December, icy, fancy, ice, decided, cinema, slice, parcel	
Wednesday	Introduce /j/ as **g** Blending practice	• Previous flashcards • Flashcard 33 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 30–31 • Pupil Practice Booklet 5, page 34	giant, gem, giraffe, genius, energy, gigantic, Gerry, suggested, gerbils, gerbil	• Letters e, i or y alert the reader that the preceding g will represent the /j/ sound. This is often described as a soft g. • Orange *Target Practice* reading books fully decodable: ○ *Gemma the Yoga Genius*
Thursday	/j/ as **g** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 35	Gerry, giants, suggested, gerbils, giraffe, genius, energy, gymnastics, germs, gerbil, gem, germ	
Friday	Common exception word practice: oh, their	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 56	oh, their, people, Mr, Mrs, looked	

WEEK 20

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /e/ as **ea** Blending practice	• Previous flashcards • Flashcard 34 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 32–33 • Pupil Practice Booklet 5, page 36	head, bread, feather, deaf, instead, ready, weather, meadow, feathers	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/e/ as **ea** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 37	weather, instead, bread, ready, head, feather, read, steady, meadow	
Wednesday	Introduce /s/ as **se** Blending practice	• Previous flashcards • Flashcard 35 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 34–35 • Pupil Practice Booklet 5, page 38	house, louse, nurse, mouse, grouse, horse, tense, loose, purse, worse, purpose, mongoose	• Orange *Target Practice* reading books fully decodable: ○ *The 12-D Crew*
Thursday	/s/ as **se** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 39	nurse, tense, mouse, loose, house, purse, worse, purpose, mongoose, horse	
Friday	Common exception word practice: people	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 57	people, Mr, Mrs, looked, called	

WEEK 21

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /s/ as **ce** Blending practice	• Previous flashcards • Flashcard 36 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 36–37 • Pupil Practice Booklet 5, page 40	force, dance, fence, place, prince, pence, Alice, graceful, danced, bounced, pouncing, dancer, palace	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Note the letter pattern: dance – dancing pounce – pouncing bounce – bouncing • Orange *Target Practice* reading books fully decodable: ○ *The Dance Palace* ○ *Jakob and the Ice Giant*
Tuesday	/s/ as **ce** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 41	Alice, dance, graceful, danced, bounced, force, pouncing, dancer, prance, prince, fence, bounce	
Wednesday	Introduce /k/ as **ch** Blending practice	• Previous flashcards • Flashcard 37 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 38–39 • Pupil Practice Booklet 5, page 42	school, stomach, mechanic, chorus, arachnid, character, technical, chemist, chemicals, orchids, lichen, characters	
Thursday	/k/ as **ch** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 43	mechanic, technical, chemist, chemicals, school, characters, orchestra, stomach, arachnid	
Friday	Common exception word practice: Mr, Mrs	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 58	Mr, Mrs, looked, called, asked, could	

WEEK 22

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /sh/ as **ch** Blending practice	• Previous flashcards • Flashcard 37 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 40–41 • Pupil Practice Booklet 5, page 44	chef, machine, chute, chiffon, brochure, parachute, Charlotte, moustache, parachutes	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/sh/ as **ch** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 45	Charlotte, parachutes, chiffon, chef, machine, brochure, parachute	
Wednesday	Introduce /j/ as **dge** Blending practice	• Previous flashcards • Flashcard 38 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 42–43 • Pupil Practice Booklet 5, page 46	edge, fridge, hedge, badge, badger, wedge, bridge, lodge, hedges	• Words ending with the /j/ sound are spelled with dge or ge (dge follows single letter, short vowel sounds like fridge). • Orange *Target Practice* reading books fully decodable: ○ *The River Bear*
Thursday	/j/ as **dge** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 47	edge, badger, hedge, bridge, badge, fridge, lodge, ledge	
Friday	Common exception word practice: looked, called	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 59	looked, called, asked, could, water, where	

WEEK 23

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /j/ as **ge** Blending practice	• Previous flashcards • Flashcard 39 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 44–45 • Pupil Practice Booklet 5, page 48	cage, orange, large, page, sponge, barge, village, arranged, villagers, cottage, package	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Words ending with the letter string 'age' are most closely pronounced /i+j/, e.g. village, postage, rummage, cabbage.
Tuesday	/j/ as **ge** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 49	village, arranged, orange, sponge, large, villagers, cage, barge, stage, rampage, wages, page, cabbage, package	
Wednesday	Introduce /uh/ as **o** Blending practice	• Previous flashcards • Flashcard 40 • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 46 • Pupil Practice Booklet 5, page 50	son, other, brother, won, loved, discover, money, mother, discovered, wondered	• Orange *Target Practice* reading books fully decodable: ○ *Joe's Barge* ○ *The Chaos Machine*
Thursday	/uh/ as **o** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 51	brother, money, mother, discovered, won, other, wondered, son, love	
Friday	Common exception word practice: asked, could	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 60	asked, could, water, where, oh, their	

WEEK 24

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Consolidate: **c**, **g** Blending and segmenting practice	• Previous flashcards • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 27–31 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 52	cellar, magic, stingy, germs, fancy, cinema, decide, fragile, ginger, giraffe, certainly, gerbil, slice, mice, parcel, giant, gem	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **ea**, **se**, **ce** Blending and segmenting practice	• Previous flashcards • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 32–37 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 53	loose, voice, weather, mice, grease, spread, feather, pounce, nurse, meadow, mongoose, bread, purse, horse, dance, prince, palace, feathers, head	
Wednesday	Consolidate: **ch**, **ch** Blending and segmenting practice	• Previous flashcards • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 38–41 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 54	chameleon, character, school, chiffon, stomach, chef, machine, parachute, chemist, orchids, lichen, moustache	• Orange *Target Practice* reading books fully decodable: ○ *How Strong is Your Bridge?*
Thursday	Consolidate: **dge**, **ge**, **o** Blending and segmenting practice	• Previous flashcards • IWB Big Book 5 Episode 2: *A Present for the Giant*, pages 42–46 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 55	stage, fudge, hedge, badger, village, cabbage, lodge, trudge, age, cottage package, hedges, bridge, mother, brother	
Friday	Common exception word practice: water, where	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 5, page 61	water, where, oh, their, people, Mr	

WEEK 25

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ul/ as **le** Blending practice	• Previous flashcards • Flashcard 41 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 1–5 • Pupil Practice Booklet 6, page 2	kettle, puddle, middle, table, stable, trickle, Tickle, jungle, terrible, muddle, grumble, apples, bottle	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Teach the 'schwa' effect involving /ul/ through words such as: little, table, pupil, cymbal, label. It is not an issue for reading, but can cause problems when spelling.
Tuesday	/ul/ as **le** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 3	tickle, jungle, terrible, muddle, puddle, middle, grumble, dribble, candle, idle, rubble, bubble, bottle, little, bubbles	
Wednesday	Introduce **ed** as /t/ and /d/ Blending practice	• Previous flashcards • Flashcard 42 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 6–7 • Pupil Practice Booklet 6, page 4	yelled, walked, roared, stopped, skipped, drilled, hammered, finished, stepped, wiped, slipped, pressed	• Past tense of verbs leads to ed for /t/, /d/, /e+d/ • Orange *Target Practice* reading books fully decodable: ○ *Tree Power*
Thursday	**ed** as /t/ and /d/ Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 5	hammered, drilled, finished, stepped, wiped, slipped, walked, skipped, hopped, roared, bumped, clapped, mixed, stopped	
Friday	Common exception word practice: oh, their	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 26	oh, their, people, Mr, Mrs, looked	

WEEK 26

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /m/ as **mb** Blending practice	• Previous flashcards • Flashcard 43 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 8–9 • Pupil Practice Booklet 6, page 6	lamb, thumb, climb, crumb, comb, limb, climbed, crumbs, thumbs, limbs, lambs	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/m/ as **mb** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 7	lambs, climbed, thumb, lamb, comb, climb, limb, thumbs, limbs	
Wednesday	Introduce /n/ as **kn** Blending practice	• Previous flashcards • Flashcard 44 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 10–11 • Pupil Practice Booklet 6, page 8	know, knitting, knock, knee, knuckle, knew, knits, knick, knack, knob, penknife, knot, knees	• Orange *Target Practice* reading books fully decodable: ○ *Clare the Climber* ○ *Tom Thumb*
Thursday	/n/ as **kn** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 9	knitting, knits, knees, knick, knack, knock, know, knuckle, knew, knelt, knit, knee, kneel	
Friday	Common exception word practice: people	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 27	people, Mr, Mrs, looked, called	

WEEK 27

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /n/ as **gn** Blending practice	• Previous flashcards • Flashcard 45 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 12–13 • Pupil Practice Booklet 6, page 10	gnome, gnaw, sign, gnat, gnash, design, designed, gnashes, gnats, gnaws, gnomes	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/n/ as **gn** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 11	sign, designed, gnashes, gnats, gnaws, gnomes, resign, gnat, gnaw, gnome	
Wednesday	Introduce /r/ as **wr** Blending practice	• Previous flashcards • Flashcard 46 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 14–15 • Pupil Practice Booklet 6, page 12	write, wreck, wrote, wren, wrong, wrench, writer, shipwreck, wrenches, wrist, writing, writes, wrens	• Orange *Target Practice* reading books fully decodable: ○ *Artem's Broken Wrist*
Thursday	/r/ as **wr** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 13	writer, writes, wrote, shipwreck, wrens, wrenches, writing, write, wrong, wren, wreck, written	
Friday	Common exception word practice: *Mr, Mrs*	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 28	Mr, Mrs, looked, called, asked, could	

WEEK 28

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ch/ as **tch** Blending practice	• Previous flashcards • Flashcard 47 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 16–17 • Pupil Practice Booklet 6, page 14	catch, kitchen, patch, hatch, scratch, ditch, latch, scratched, switch, fetch, hatching	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Grapheme tch indicates a preceding short vowel sound compared with grapheme ch which usually follows long vowel sounds, and consonant letter-sounds, e.g. each, pooch; bench, lunch.
Tuesday	/ch/ as **tch** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 15	kitchen, latch, catch, scratched, switch, fetch, pitch, hutch, scratch, patch, itch	
Wednesday	Introduce /zh/ as **s**, **si** and **ge** Blending practice	• Previous flashcards • Flashcard 48 • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 18–24 • Pupil Practice Booklet 6, page 16	usual, treasure, collage, television, measure, beige, usually	• Orange *Target Practice* reading books fully decodable: ○ *Pet Rabbits* ○ *The Garden Gnome Detectives*
Thursday	/zh/ as **s**, **si** and **ge** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 17	usually, television, treasure, collage, measure, usual, vision	
Friday	Common exception word practice: looked, called	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 29	looked, called, asked, could, water, where	

WEEK 29

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Consolidate: **le** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 1–5 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 18	kettle, table, maple, puddle, juggle, stable, bottle, wriggle, staple, apples, puddles, puzzle	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **ed** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!*, pages 6–7 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 19	skipped, missed, roared, joined, stopped, walked, yelled, called, tripped, pressed, drilled, hammered, wiped	
Wednesday	Consolidate: **mb** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 8–9 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 20	comb, climb, thumbs, limbs, numb, plumbing, plumber, lamb, climbed, lambs, crumbs	• Orange *Target Practice* reading books fully decodable: ○ *The Lambton Worm*
Thursday	Consolidate: **kn** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 10–11 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 21	knuckle, knight, knock, knelt, knot, knife, knee, know, knew, knob, penknife, knees	
Friday	Common exception word practice: asked, could	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 30	asked, could, water, where, who, again	

WEEK 30

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Consolidate: **gn** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 12–13 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 22	gnat, gnaw, gnash, gnome, sign, design, resign, redesign, signpost	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **wr** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 14–15 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 23	wrong, wrangle, wrap, wrapped, write, wren, wreck, wrench, written, wrist, writing	
Wednesday	Consolidate: **tch** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 16–17 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 24	patch, match, fetch, pitch, kitchen, catch, scratch, itch, crutch, switch, scratch	• Orange *Target Practice* reading books fully decodable: ○ *Sketch with Doodle*
Thursday	Consolidate: **s**, **si**, **ge** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 1: *The Toy Robot!* pages 18–24 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 25	usual, vision, collage, treasure, usually, beige, television, measure, unusual	• Children may need support to remember that the ei grapheme in beige is code for the /ai/ sound.
Friday	Common exception word practice: water, where	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 31	water, where, who, again, thought, through	

WEEK 3I

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /ch+u/ as **ture** Blending practice	• Previous flashcards • Flashcard 49 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 25–29 • Pupil Practice Booklet 6, page 32	picture, mixture, capture, adventure, creature, nature, furniture	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • 'ture' is a useful letter string and not a grapheme.
Tuesday	/ch+u/ as **ture** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 33	adventure, capture, creature, picture, mixture, nature, furniture, adventures	
Wednesday	Introduce /i/ as **y** Blending practice	• Previous flashcards • Flashcard 50 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 30–31 • Pupil Practice Booklet 6, page 34	gym, mystery, cygnet, crystal, bicycle, pyramid, Egypt, mysteries, mystical, crystals, pyramids, bicycles	• Letters i and y and the sounds they represent have very close links. Here the letter y acts as a vowel-letter and vowel-sound. • Orange *Target Practice* reading books fully decodable: ○ *Flynn's London*
Thursday	/i/ as **y** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 35	pyramids, Egypt, mysteries, crystals, mystical, gym, cygnet, bicycle, pyramid, crystal, mystery	
Friday	Common exception word practice: who, again	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 56	who, again, thought, through, many, laughed	

WEEK 32

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /s/ as **sc** Blending practice	• Previous flashcards • Flashcard 51 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 32–33 • Pupil Practice Booklet 6, page 36	scissors, scent, scientist, scene, science, scenic	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/s/ as **sc** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 37	scene, scientist, scissors, science, scent	
Wednesday	Introduce /s/ as **st** Blending practice	• Previous flashcards • Flashcard 52 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 34–35 • Pupil Practice Booklet 6, page 38	castle, listen, rustle, whistle, glisten, jostle, bustle	• Orange *Target Practice* reading books fully decodable: ○ *This is not an Adventure Story* ○ *The Missing Trophy Mystery*
Thursday	/s/ as **st** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 39	castle, glisten, bustle, jostle, whistle, listen, rustle	
Friday	Common exception word practice: thought, through	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 57	thought, through, many, laughed, because, any	

WEEK 33

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /o/ as (w)**a** Blending practice	• Previous flashcards • Flashcard 53 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 36–37 • Pupil Practice Booklet 6, page 40	watch, swan, wasp, want, wander, wash, wandered, wanted, wardrobe, swans, wasps	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards. • Alert the reader that the graphemes w or qu preceding a single letter a can indicate that 'a' is code for the /o/ sound. • Graphemes w or qu alerts reader to pronounce ar as /or/, for example as in wardrobe and quarter.
Tuesday	/o/ as (w)**a** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 41	wandered, swans, wasps, wanted, watch, wash, want, wasp, swan, walked	
Wednesday	Introduce /sh/ as **ti** Blending practice	• Previous flashcards • Flashcard 54 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 38–39 • Pupil Practice Booklet 6, page 42	station, mention, caption, position, potion, lotion, motionless, mentioned	• Draw attention to ti, ci, ssi graphemes in long words. • Provide words in groups with the same 'chunk' endings: -tion, -cian, -cial, -ssion, -cious. • Orange *Target Practice* reading books fully decodable: ○ *Swamp Squad*
Thursday	/sh/ as **ti** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 43	station, motionless, mentioned, position, mention, caption, motion, lotion, potion, information	
Friday	Common exception word practice: many, laughed	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 58	many, laughed, because, any, eyes, friends	

WEEK 34

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Introduce /sh/ as **ci** Blending practice	• Previous flashcards • Flashcard 55 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 40–41 • Pupil Practice Booklet 6, page 44	optician, special, official, musician, glacial, artificial, facial	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/sh/ as **ci** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 45	official, glacial, special, facial, artificial, optician, musician	
Wednesday	Introduce /sh/ as **ssi** Blending practice	• Previous flashcards • Flashcard 56 • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 42–45 • Pupil Practice Booklet 6, page 46	percussion, mission, passion, permission, session, possession, passionate, possessions	• Orange *Target Practice* reading books fully decodable: ○ *Wanda Sky, Space Spy* ○ *Javeed the Magician*
Thursday	/sh/ as **ssi** Segmenting practice	• Frieze • Sounds Mats • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 47	passionate, percussion, session, mission, permission, passion	
Friday	Common exception word practice: because, any	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 59	because, any, eyes, friends, once, please	

WEEK 35

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Consolidate: **ture** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 25–29 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 48	creature, future, capture, adventure, furniture, feature, picture, nature, mixture	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **y** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 30–31 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 49	Egypt, mystery, cygnet, crystal, pyramid, lyrics, gymnastics, bicycle, gym, crystals, bicycles	
Wednesday	Consolidate: **sc** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 32–33 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 50	scissors, science, muscle, scent, scientist, fascinating, scene, scientific, crescent	• Orange *Target Practice* reading books fully decodable: ○ *Attack of the Scent Scientists*
Thursday	Consolidate: **st** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 34–35 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 51	listen, jostle, fasten, glisten, whistle, hasten, bristle, castle, wrestle	
Friday	Common exception word practice: eyes, friends	• Green flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 60	eyes, friends, once, please, oh, their	

WEEK 36

Day	Teaching focus	Resources	Example words	Additional teaching points
Monday	Consolidate: (w)**a** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 36–37 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 52	watch, was, wasp, want, swallow, swamp, wander, swan, wash, wardrobe	• Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	Consolidate: **ti** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 38–39 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 53	station, potion, lotion, caption, position, direction, mention, motion, fiction	
Wednesday	Consolidate: **ci** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 40–41 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 54	magician, musician, optician, glacial, precious, artificial, social, official, delicious, facial	• Orange *Target Practice* reading books fully decodable: ○ *The Musician's Mission*
Thursday	Consolidate: **ssi** Blending and segmenting practice	• Previous flashcards • IWB Big Book 6 Episode 2: *Benji's Space Mission*, pages 42–45 • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 55	mission, permission, passion, discussion, session, possession, impression, profession, confession, possessions	
Friday	Common exception word practice: once, please	• Green common exception word flashcards • Flipchart or whiteboard for modelling • Mini whiteboards (optional) • Pupil Practice Booklet 6, page 66	once, please, oh, their, people, Mr	

Take time here to add in additional activities in class to introduce alien words and decoding pseudo ('Alien') words to check phonic knowledge.

Children who do not pass the phonic screening check continue with Phonic Intervention in Year 2

Year 2 children move into spelling and comprehension work following Spelling with Grammarsaurus introducing morphology

Rationale and Guidance from the Scheme

Literature Review:
Morphology in Spelling
— Evidence and Rationale
for the Grammarsaurus Scheme

What does the research say is the impact of morphological instruction on children's achievement in spelling?

Learning to spell in English can feel overwhelming. With its many rules, exceptions, and inconsistencies, it's no wonder that children — and even adults — might agree with the sentiment that "English can't be spelt", a quote often attributed to twentieth-century writer and Nobel Prize winner George Bernard Shaw (Kessler & Treiman, 2003). This literature review outlines Grammarsaurus's commitment to effective, engaging spelling instruction and positions our approach within current research — highlighting how it aligns with what the evidence says about how children learn to spell.

Shaw's comment highlights just how tricky English spelling can be, especially when it comes to the relationship between sounds and letters. A single sound can be spelled in many different ways, often with limited clues to help young children remember which to use when. For example, the /s/ sound can be written as s, ss, se, c, or ce, depending on the word in which it appears (Miskin, 2020). Many phonics programmes attempt to manage this complexity by producing complex speed sound charts — but even these can feel overwhelming. When children rely solely on phonics for spelling, they often have to juggle a vast number of rules and patterns, which can lead to confusion, frustration, and cognitive overload — even with everyday words (Bowers & Bowers, 2017).

The teaching of phonics is, of course, an essential part of spelling instruction — particularly for early readers. But it's only one piece of the language puzzle, as shown in the figure below (Peters, et al., 2025).

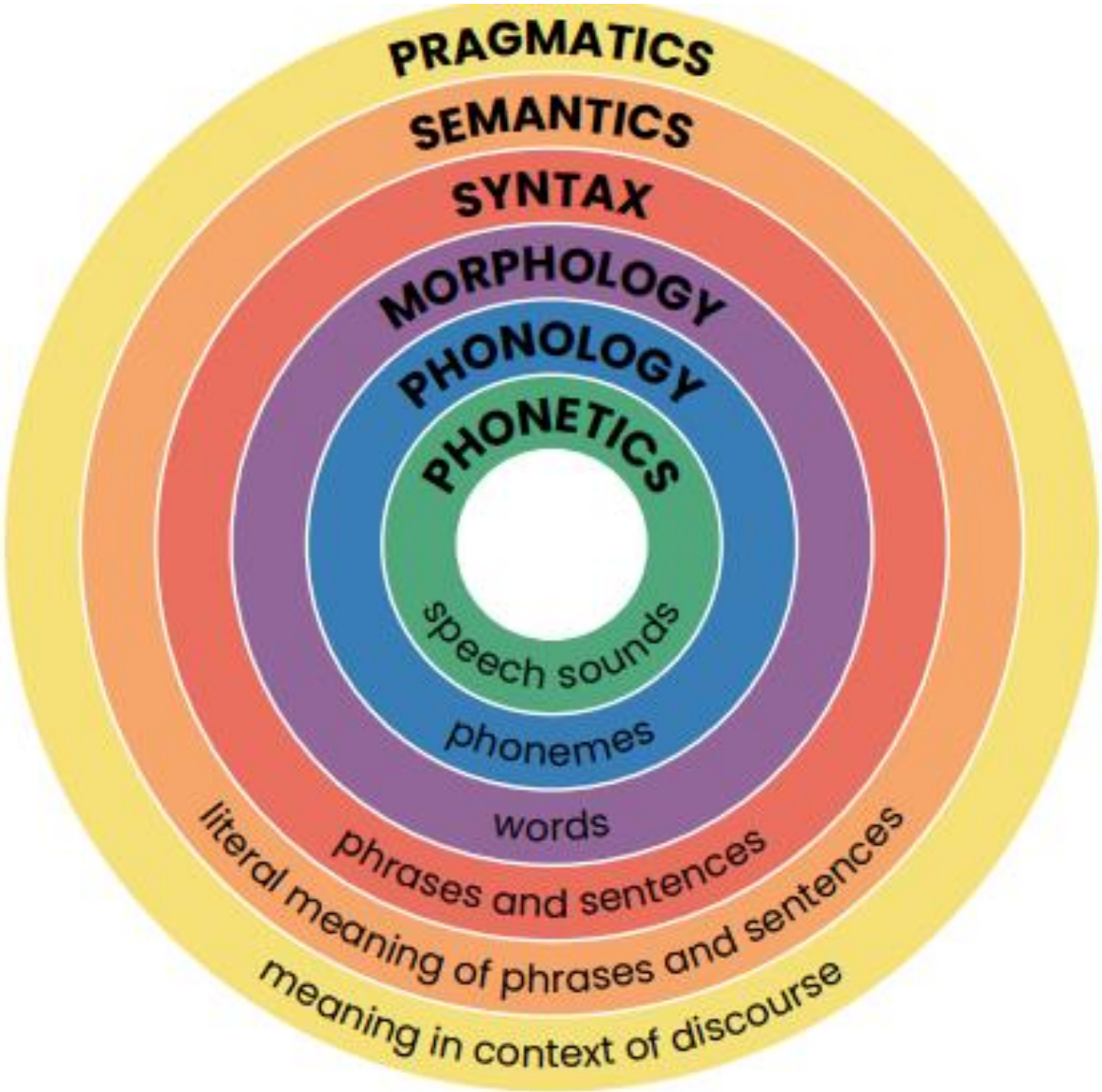


Figure 1, Key elements of language, taken from Peters, et al., (2025), having been adapted from Thomas and Cook (2005).

What is morphological spelling instruction?

Morphology is an element of linguistics. It explores how words are built and how each part of a word creates meaning (Lieber, 2021). In fact, if we break down the word morphology itself (see Figure 2), we see its meaning — literally, the study of word forms.



Figure 2, Morphological breakdown of the word "morphology"

Morphology is all about morphemes — the smallest units of meaning in a word—and how they can be combined to build new words or make sense of existing ones (Aronoff & Fudeman, 2011). When learners understand that words are made of meaningful parts, they start to form stronger mental links between how a word looks, how it sounds, and what it means. This turns spelling into a more logical, pattern-based process, rather than a guessing game (Wood, et al., 2024).

Bowers & Bowers (2017) take this further, suggesting that spelling should be taught as a logical, scientific system. Through exploring word families, spotting morphological patterns, and forming hypotheses about new spellings, children become curious, active learners. Their approach, Structured Word Inquiry (SWI), shifts the focus away from memorising disconnected word lists and toward understanding how English spelling works at a deeper level. This emphasis on morphology is echoed in the Department for Education's **Writing Framework** (2025), which recognises morphological knowledge as central to developing confident, capable writers and highlights the importance of teaching spelling through meaningful, language-rich instruction.

Share's (2025) *Combinatorial Model* builds on this idea with a helpful metaphor: learning to read is like growing a tree. Phonics skills are the early twigs; morphology grows the branches. Rather than replacing early skills, morphology builds on them — adding meaning, flexibility, and strength to a child's literacy. This layered view supports the case for morphology as a core component of spelling instruction — not just an add-on.

How does our scheme work?

The Grammarsaurus Spelling Scheme introduces children to morphology from Year 2, steadily building their morphological schema through to Year 6. Before starting the scheme, children should already have a strong grasp of basic phonics (Bowers & Bowers, 2017) — ideally at Phase 5 or above. We've also created guidance on the key grapheme–phoneme correspondences required, so teachers can support children for whom phonics may not have been appropriate, ensuring no one is excluded from meaningful spelling instruction.

The scheme begins with baseline assessments, helping teachers identify class-wide trends and individual needs. The first three units for all learners, regardless of age are about consonants and vowels, compound words, and an introduction to morphology. These are the building blocks of understanding morphology and the suffixing conventions that allow morphemes to come together (Lieber, 2021). From there, children explore bases, prefixes, and suffixes — along with the four main suffixing conventions that cover most English spelling changes.

Crucially, the order in which morphemes are introduced aligns with the Grammarsaurus Writing Scheme, allowing children to use new spellings in context right away. This makes the learning stick. Colenbrander et al. (2024) found that this kind of purposeful, contextual morphological instruction had a strong positive effect on both reading and spelling outcomes. We've also considered how commonly certain morphemes appear in English and how they interact with the morphemes children already know — ensuring each new concept builds logically on what's come before.

Unlike traditional schemes, we do not assign weekly spelling lists or tests. Research increasingly shows that developing a broad, transferable morphological awareness is more effective than rote memorisation (Wood et al., 2024). By helping children understand the structure and meaning of words, our approach empowers them to tackle unfamiliar spellings with confidence — and apply what they know across a wide range of vocabulary (Bowers & Bowers, 2017).

How does morphological instruction help all learners?

One of the most compelling strengths of a morphological approach is its accessibility: it supports learners across the full attainment range. For children who find phonics-based instruction difficult, morphology offers a meaningful, pattern-based alternative that doesn't rely solely on sound-letter correspondences, which can often be inconsistent and ambiguous (Bowers et al., 2010; Colenbrander et al., 2024; Wood et al., 2024). By focusing on morphemes — units of meaning — children with dyslexia or other literacy difficulties can build greater confidence and accuracy in spelling, grounded in logic rather than memorisation.

Research increasingly demonstrates that morphological instruction benefits not only typically developing learners but also those with specific literacy challenges. Wolter and Green (2021) undertook a series of interventions targeting students with reading disabilities, language impairments, and broader learning needs. They found consistent positive effects on spelling, word reading, and vocabulary. These gains extended beyond dyslexia, suggesting that morphology provides a cognitively supportive framework for learners for whom traditional phonics has not been effective. By explicitly connecting word parts to meaning, morphology helps learners make sense of complex words, even when phonemic decoding remains a barrier.

At the same time, more confident learners also benefit from the richness of a morphological approach. Investigating word families, prefixes, suffixes, and word origins gives them the chance to grow their vocabulary, spot patterns, and think more deeply about how language works (Bowers & Bowers, 2017). It encourages curiosity and independence, as children begin to explore where words come from, how they connect to other words they know, and why they're spelled the way they are.

Morphology plays a central role in the structure of language, and a growing amount of research points to the clear benefits of morphological instruction across all domains of literacy — particularly spelling (Share, 2025). Morphology is not just a linguistic concept — it offers all learners a practical, logical, and effective way to understand how words function. Evidence suggests that when children are taught to recognise and manipulate morphemes, they not only become more accurate spellers but also more confident readers and writers, equipped with tools to navigate the complexity of English (Colenbrander et al., 2024; Department for Education, 2025).

The Grammarsaurus approach reflects these findings by embedding morphology into a cohesive, accessible, and engaging curriculum. By aligning with the latest research and providing structured opportunities for investigation and application, our programme supports all learners. Our goal is to develop confident, curious spellers who not only understand how words are built but who are also empowered to explore and use language with skill and purpose.

Where does Spelling with Grammarsaurus meet the National Curriculum objectives?

Y2

Spelling with Grammarsaurus

National Curriculum Objective	Morphology sequence unit	Submorphemic grapheme pattern units	Commonly misspelt unit	Writing unit
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	consonants and vowels		dge	
The /s/ sound spelt c before e, i and y	consonants and vowels			
The /n/ sound spelt kn and (less often) gn at the beginning of words		kn gn		
The /r/ sound spelt wr at the beginning of words		wr		
The /l/ or /əl/ sound spelt –le at the end of words		le		
The /l/ or /əl/ sound spelt –el at the end of words			/l/ or /əl/ spelt el	
The /l/ or /əl/ sound spelt –al at the end of words			/l/ or /əl/ spelt al	

Words ending –il			/əl/ spelt il	
The /aɪ/ sound spelt –y at the end of words	consonants and vowels -y			
Adding –es to nouns and verbs ending in –y	-s -es			See **Y2 Writing Units: Morpheme Coverage** for details on how this morpheme is incorporated into writing units.
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	-ed -ing -est -er			See **Y2 Writing Units: Morpheme Coverage** for details on how this morpheme is incorporated into writing units.
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	-ed -ing -y -est -er			See **Y2 Writing Units: Morpheme Coverage** for details on how this morpheme is incorporated into writing units.
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	-ed -ing -y -est -er			See **Y2 Writing Units: Morpheme Coverage** for details on how this morpheme is incorporated into writing units.
The /ɔ:/ sound spelt a before l and ll			/ɔ:/ spelt a before l and ll	
The /ʌ/ sound spelt o			/ʌ/ spelt o	
The /i:/ sound spelt –ey		ey		
The /ɒ/ sound spelt a after w and qu			/ɒ/ spelt a after w and qu	

The /ɜː/ sound spelt or after w			/ɜː/ spelt or after w	
The /ɔː/ sound spelt ar after w			/ɔː/ spelt ar after w	
The /ʒ/ sound spelt s	-ure **Y2 Summer 2**			
The suffixes –ment, –ness, –ful , –less and –ly				See **Y2 Writing Units: Morpheme Coverage** for details on how this morpheme is incorporated into writing units.
Contractions				**Recount (diary):** Escape the fire! **Instructions:** How to be a mighty explorer **Recount (diary):** Charles Darwin adventure
The possessive apostrophe (singular nouns)				**Instructions:** How to be a mighty explorer **Recount (diary):** Charles Darwin adventure
Words ending in –tion This is the suffix –ion when the base ends in the letter t.	introduction to bound bases -ion **Y2 Summer 2**			
Homophones and near-homophones			homophones and near homophones	
Common exception words				These are spread across all writing units. If you do not follow our writing, choose CEW per unit and teach them in context.

Timetable Guidance and Suggested Writing Journey

Timetable guidance

Day	20 minutes	1 hour		10 minutes
Monday		Writing		
Tuesday	Spelling	Writing		
Wednesday		Writing	Lunch	Irregular verbs & commonly misspelled words*
Thursday	Open	Writing		
Friday	Open	Writing		

YEAR 2 SUGGESTED WRITING UNIT JOURNEY

Autumn

	Blackbeard/Pirate Life	Pirate Day/Pirate Life	Ten Little Lights
Writing	The Place Value of Punctuation and Grammar	Non-chronological report	Recount (Postcard or Letter)	Traditional tale/ familiar narrative
The Place Value of SPELLING	Assessments; Vowels and Consonants; Compound Words; Introduction to morphology	-s -es; -y	-ed; -ing (verbs)	un-; re-; -ly	Buffer Weeks

Spring

	Trip to Cosford	Amelia Earhart's Life	Mother's Day – Why I love my Mum	Easter Poems
Writing	Recount	Non-chronological report	Explanation	Poetry
The Place Value of SPELLING	-er; -est; -er; -or	-ful; -ly	-ful; -less; -ly	-ful; -less; -ly	super sur-; under; over

Summer

	Brand New Creature	Brand New Creature	WWF/About India	Persuasion WWF Poster	WWF/Animal poems
Writing	Setting description	Narrative	Explanation	Any	Poetry
The Place Value of SPELLING	-ness; -ed; -ing (adjectives)	-ment	Matrix application	Buffer Weeks

	Autumn (Pirates)
Year Two	-Consonants and Vowels - children will learn to identify vowel and consonants letters in words focusing on: Understanding the importance of vowels letters and the sounds they make. Pronouncing vowels letters in comparison to consonants letters. Exploring the role of the letter 'y' and its connection to the vowel family. Learning how certain vowels letters effect the sounds of consonants letters like *g* and *c*. Creating new words by changing vowel letters. Annotating words to identify consonant and vowel letters. Engaging in practical games to reinforce learning -Compound Words - children will learn how to recognise syllables in words and how to create compound words by building two bases. Reviewing consonants and vowel letters (including the vowel sounds that the letter y makes). Identifying syllables in words. Building compound words from given bases. Investigating specific bases that can attach to more than one other base to build a range of compound words. Learning how to build compound words independently. Engaging in practical games to reinforce learning -Introduction to Morphology -Learn how morphology helps to spell words by building morphemes to create new words. Learn new terminology such as base, root, prefix, suffix, stem and more. Discover how language has developed through etymology. Learn how to recognise a base. Be introduced to morpheme flashcards and understand how this resource will support spelling throughout the Grammarsaurus spelling scheme -Plurals – s and es - children will learn to form plurals and present tense verbs by adding suffix -s, -es to singular bases. Understand terminology singular and plural. Learn spelling rules to add suffix -s, -es to bases: 1. Just add –s, 2. If the base ends in s, ss, sh, ch, tch, x, y, zz, we use –es, 3. If the base ends in o, we often use –es, 4. Change the final letter y after a consonant letter to i, then add the suffix –es, 5. Often if the base ends in f or fe, drop the f or fe, change it into v and add suffix –es, Sort words by the correct plural suffix, Recognise irregular nouns that don't follow the -s, -es rule, Identify that verbs that follow a third person singular pronoun needs to add the suffix -s or –es. -Suffix –y - children will learn how to add suffix -y to bases. Secure simple base spellings, Review learning of consonant and vowel letters, Learn that adding suffix -y to some noun bases turns them into adjectives, Learn three spelling rules: Double the final consonant letter when a word ends in a CVC pattern, then add the suffix -y. Drop the final silent e vowel letter, then add the suffix -y. Just add the suffix –y -Suffix –ed - children will learn how to add suffix -ed to bases to show past tense. Over six 20-minute lessons, they will: Revisit past learning on tense, Review learning of consonant and vowel letters, Recap bases that are verbs, Learn how to add the suffix -ed to regular verbs, Explore the different sounds that the suffix -ed can make when added to a bases, Learn four spelling rules for adding suffix -ed: Double the final consonant letter when a word ends in a CVC pattern, then add the suffix -ed. Drop the final silent e vowel letter, then add the suffix -ed. Change the final letter y after a consonant letter to i, then add the suffix –ed. Just add the suffix –ed. -Suffix –ing - children will learn how to add the suffix ing to bases to show that a verb is continuing. Over three 20-minute lessons, they will: Recap bases that are verbs. Revisit learning on the past tense suffix –ed. Review learning on verb phrases and the auxiliary verb 'to be'. Implement verbs with the suffix -ing into verb phrases. Differentiate between 'ing' as a spelling pattern and '-ing' as a suffix. Learn how to add the suffix -ing to regular verbs. Review consonant and vowel letters. Learn three spelling rules:- 1. Double the final consonant letter when a word ends in a CVC pattern, then add the suffix -ing. 2. Drop the final silent e vowel letter, then add the suffix –ing. 3. Just add the suffix –ing. -Prefix –un - children will learn how to add prefix un- to bases. Children will: Be introduced to the terminology affix. Be introduced to the first prefix in the spelling scheme. Learn that when un- is placed in front of a base, it changes the meaning to not or the reverse. Know that we do not need to make any changes to spelling when the prefix un- is added to a base. Learn to add un- to bases recognising which are adjectives or verbs. Practise adding the suffixes -ed and -ing to new words with the prefix un-. -Prefix –re - children will learn how to add the prefix re- to bases. They will: Recap learning of regular and irregular verbs. Learn that the prefix re- can be added to regular verbs. Add the prefix re- to a range of bases. Add the morphemes -ed and -ing to new words with the prefix re-. -Suffix –ly - children will learn how to add the suffix -ly to bases. They will: Learn that the prefix -ly can be added to an adjective to make an adverb that tells us how. Add the suffix -ly to a range of bases. Recap spelling rules of the suffix -s, -es and -ed Learn that the suffix -ly is a consonant suffix. Learn how to add the suffix -ly when a base ends in the letter y. Sort bases depending on the spelling rule they will follow when adding the suffix-ly Buffer weeks for consolidation and further application.

	Spring (Pioneers)
Year Two	- -er and –or - children will learn how to add the suffixes -er and -or to bases. They will: Learn that suffixes -er and -or turn verbs into nouns, typically meaning "one who or something that" Revisit previously taught suffixing rules. Add suffix -er to a range of bases to form new words. Add suffix -s-es to make plural nouns with stems ending in suffix –er. Learn why some words need to take suffix –or - -ful – children will learn the meaning of suffix –ful, review suffixing rules for consonant suffixes, learn that adding suffix -ful can create both a noun or an adjective, solve word sums, add morphemes un- and -ly to stems that contain suffix –ful - -ful and less – children review learning of the suffixes -ful and –less, learn that the suffixes -ful and -less often form antonyms, learn alternate antonyms for words with the suffixes -ful or –less, review the spelling rules for the suffix –ly, solve word sums using the suffix -ful or -less and –ly, use matrices to build words - Objective -16 and 17 to go here when they are released. - -ness – Children will review learning of adjectives, learn that adding the suffix -ness to an adjective forms a noun, review suffixing rules: 1. Just add the suffix –ness, 2. Change the final letter y after a consonant to y then add the suffix –ness, use word sums to build words with a range of morphemes - -ed and –ing to bases to form adjectives - learn that the suffixes -ed and -ing can be added to bases to form past and present participles, learn that these words form an adjective in a sentences, practise identifying verbs in verb phrases, revisit spelling rules for adding suffixes -ed and -ing to bases, create word sums to identify morphemes in words - -ment - add suffix -ment to a base or stem to form new words. Review consonant suffixing by solving word sums, learn that adding suffix -ment to a base or stem carries the meaning "something that happens or is done when", learn how to add the suffix -ment to a range of bases and stems, explore the base "joy" and its word family, explore the etymology of a range of stems that can take suffix –ment, build words using the base govern, solve word sums with the suffix –ment, use matrices to build new words, combine other morphemes to stems with the suffix -ment

	Summer (Beyond Britain)
Year Two	Not Released by Grammarsaurus yet

Breakdown of Knowledge

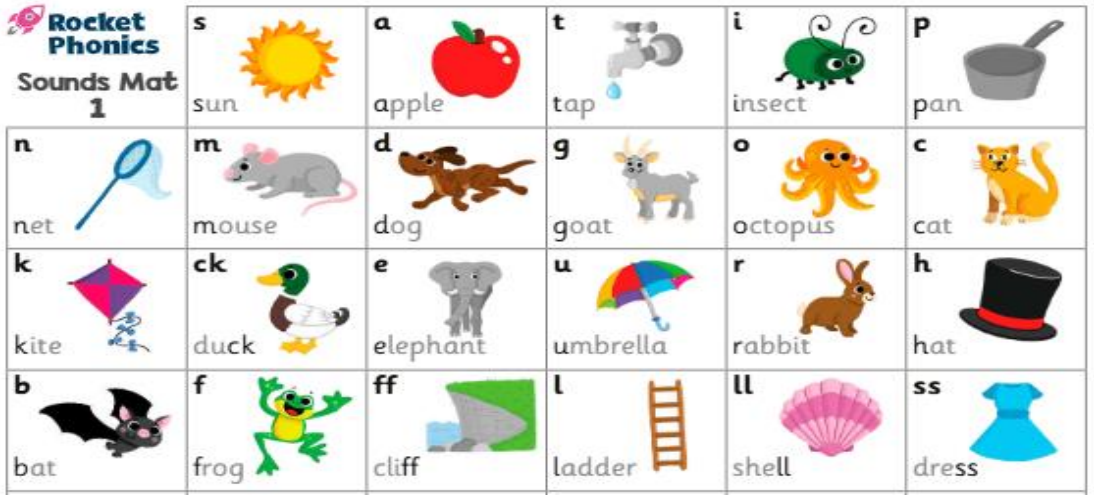
Subject - Phonics		
Year Group	Key 'sticky' knowledge - Declarative and substantive	Disciplinary Knowledge/Procedural
Nursery	Awareness of sounds in the environment, instrumental sounds, body percussion and speech.	Identifies environmental, instrumental and body percussion sounds.
		Explores making environmental, instrumental and body percussion sounds
	Knows that there is rhythm and rhyme in songs and stories.	Identifies rhythm and rhyme in songs and stories by joining in with rhymes and predicting rhyming words.
	Knows that some words sound the same at the end.	Identifies when something rhymes e.g. cat and bat
	Knows that words are made up of smaller sounds (phonemes).	Listens carefully to hear different sounds - e.g. environmental, instrumental, letter sounds etc.
	Knows that some words begin with same sound.	Identifies alliteration in words (e.g., Silly Sam).
	Is aware that we can say voice sounds and that words can be broken into parts (orally blend/segment sounds together (e.g., hearing c–a–t = cat).	When a grown up orally segments a word e.g. c-a-t says the word cat.
	Is aware that words can be broken into parts (syllables - beats in a word)	Joins in with clapping syllables in words e.g. children's names, when introducing new vocabulary. Etc.
Reception	**Phase 2:** Recognising first 19 grapheme–phoneme correspondences (GPCs).	Applying GPCs to blend phonemes for reading and segment for spelling. Recognising digraphs/trigraphs within wordsChoosing known graphemes to represent sounds in writing. Using phonics strategies to decode unfamiliar CVC/CCVC words. Explaining how a word is built from its sounds.
	Knows that 's' makes /s/ and 'a' makes /a/ Etc.	
	Phase 3: Knowing remaining letters plus digraphs/trigraphs (e.g., ch, sh, ai, igh).	
	I know that 'ch' makes /ch/. Etc.	
	Phase 4: Recognising consonant blends (CCVC, CVCC words).	
	Understanding that letters (graphemes) represent sounds (phonemes).	
	I know that when I blend c–a–t, I read cat.	
	Knows common tricky words (CEW) (*the, to, go, no, I*).	Reads and spells the CEW tricky words taught
	Know that some words like the can't be sounded out	

Year One	Knows alternative graphemes for known phonemes (e.g., /ai/ → *ay, a-e, ey*).	Applying alternative GPCs when decoding unfamiliar words and checking meaning. Comparing spelling choices and explaining reasoning Segmenting spoken words into phonemes for accurate spelling Reflecting on patterns
	Knows alternative pronunciations for graphemes (e.g., *a* in *hat* vs *was or ea in bead vs bread*).	
	Understands common spelling patterns and tricky words (*said, have, like*).	
	Awareness of compound words and root words e.g. milkshake, walk - walking, walked etc.	
	Knows that you can blend with speed, without verbalising out loud etc. when confident.	Reading sentences fluently by blending automatically
Year Two	Understanding morphological rules for spelling changes (-ed, -ing, -er, -est, -ly, -ment, -ful).	Applying phonics and morphological understanding to spell longer or unfamiliar words. Explaining spelling and pronunciation choices logically ("I added -ed to show past tense."). Reading with fluency and self-correcting using decoding strategies. Comparing and reasoning about patterns in words. Using phonics and morphology as tools for accurate, fluent reading and writing
	I know that I need to double the final consonant before adding -ing in running	
	Knowing prefixes and suffixes that alter meaning e.g. I know that I need to double the final consonant before adding -ing in running	
	Recognising homophones and words with alternative spellings for the same sound.	
	I know that there, their and they're sound the same but mean different things.	
	Awareness of silent letters and complex graphemes.	
	Understanding of root words and how they combine to make new words.	

Knowledge Organisers

Phonic Knowledge Organisers

Pink Band – Phase 2



Pink – Phase 2 CEW - Memory Words

I, go, to, go, into, the

Pink – Phase 2 - Phonic Words

sat, ant, tin, sip, pat, nip, man, dip, gap, top, cap, kids, pack, egg, cut, rug, hen, bus, fit, cuff, legs, bell, miss, sunset, rocket, laptop, carrot, mitten, puffin

Pink Sentence Stems for writing

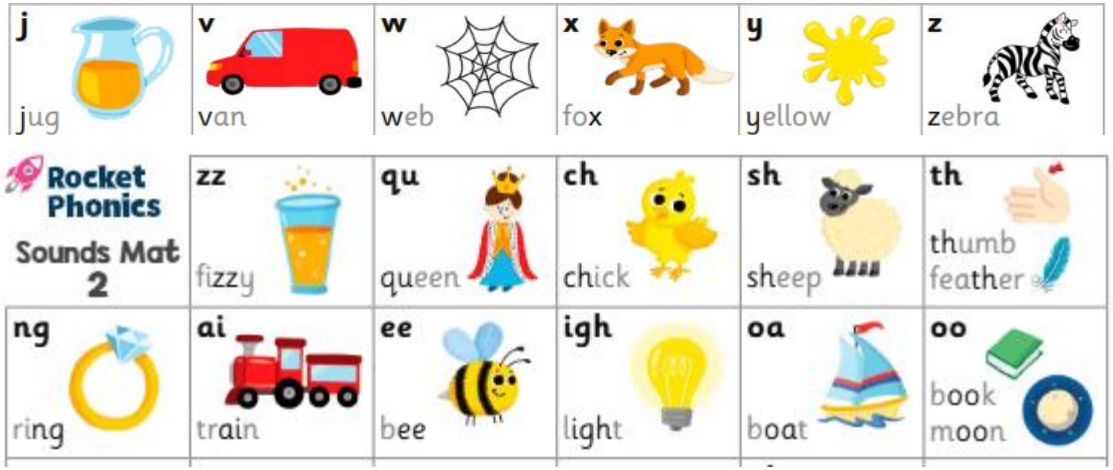
It is a...
I am...
I can...
I go to the...
I go into the...
I got...
The____

Key Vocabulary

phoneme	A single unit of sound e.g. s
grapheme	The written sound of a phoneme.
digraph	Where two letters represent one sound E.g. ff
letter	A symbol representing a sound.
vowels	The letters **a, e, i, o, u**
consonants	All consonants are the letters except a, e, i, o, u
lower-case letter	A letter having its usual smaller form a, b, c rather than A, B, C
capital letter	Letters written in upper case form usually used at the start of sentences, at the start of names of people and some places, the days of the week etc.
segment	When you break a word into the individual sounds, e.g. c a t
blend	When sounds are quickly put together e.g. c a t - cat
word	A letter or letters grouped together that are written, printed or spoken that have a meaning.
CEW memory word	A word that cannot be decoded through phonics e.g. I, go
phonic word	A word that is fully decodable and is able to be segmented.
alien words	Made up words to check phonic decoding skills e.g. ip, nep, dap
VC words	Words that have two letters that are vowel/consonant words. E.g. am, it, up,
CVC	Words that are consonant/vowel/consonant words. E.g. sat, cap, mop, dog etc.
syllable	A beat of sound in a word. The beat could be the whole word e.g. cap or part of a word e.g. 'sun' 'set'

Phonic Knowledge Organisers

Red Band – Phase 3



Red – Phase 3 CEW - Memory Words

he, she, we, me, be, was, my, you, her, they, all, are

Red – Phase 3 - Phonic Words

jump, vet, wet, box, yak, zip, jazz, quick, chat, shop, them, thin, sing, rain, sweet, night, soap, look, spoon

Red Sentence Stems for writing

He is/can/was
She is/can/was
We can/are
They can/are
I was
Will you

Key Vocabulary

phoneme	A single unit of sound e.g. s
grapheme	The written sound of a phoneme.
digraph	Where two letters represent one sound E.g. ff
trigraph	Where three letters represent one sound e.g. igh
letter	A symbol representing a sound.
vowels	The letters **a, e, i, o, u**
consonants	All consonants are the letters except a, e, i, o, u
lower-case letter	A letter having its usual smaller form a, b, c rather than A, B, C
capital letter	Letters written in upper case form usually used at the start of sentences, at the start of names of people and some places, the days of the week etc.
segment	When you break a word into the individual sounds, e.g. sh-ee-p
blend	When sounds are quickly put together e.g. b-r-igh-t - bright
word	A letter or letters grouped together that are written, printed or spoken that have a meaning.
CEW memory word	A word that cannot be decoded through phonics e.g. was, are
phonic word	A word that is fully decodable and is able to be segmented.
alien words	Made up words to check phonic decoding skills
VC words	Words that have two letters that are vowel/consonant words. E.g. am, it, up,
CVC	Words that are consonant/vowel/consonant words. E.g. sat, cap, mop, dog etc.
CCVC	Consonant/consonant/vowel/consonant words e.g. skip, green, spoon,
CVCC	Consonant/vowel/consonant/consonant words e.g. tent, maths, dogs
syllable	A beat of sound in a word. The beat could be the whole word e.g. quick or part of a word e.g. 'look' 'ing' we can break words into syllables to help us to read them.

Phonic Knowledge Organisers

Yellow Band – Phase 3 - 4

ar  car	**or**  fork	**ur**  purse	**ow**  owl	**oi**  coin	**ear**  ear
air  chair	**ure**  manure	**er**  hammer			

Yellow – Phase 3 - 4 CEW - Memory Words

some, one, said, come, do, so, were, when, have, there, out, like, little, what

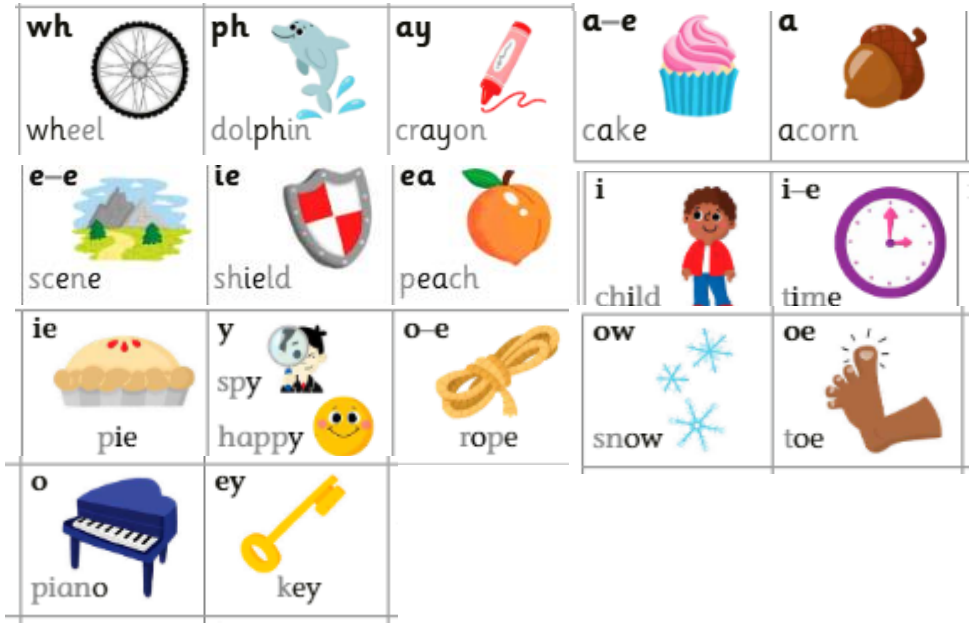
Yellow – Phase 3 - 4 - Phonic Words

park, short, turn, brown, spoil, hear, stairs, pure, summer

Key Vocabulary	
phoneme	A single unit of sound e.g. s
grapheme	The written sound of a phoneme.
digraph	Where two letters represent one sound E.g. ff
trigraph	Where three letters represent one sound e.g. igh
letter	A symbol representing a sound.
vowels	The letters **a, e, i, o, u**
consonants	All consonants are the letters except a, e, i, o, u
lower-case letter	A letter having its usual smaller form a, b, c rather than A, B, C
capital letter	Letters written in upper case form usually used at the start of sentences, at the start of names of people and some places, the days of the week etc.
segment	When you break a word into the individual sounds, e.g. sh-ee-p
blend	When sounds are quickly put together e.g. b-r-igh-t - bright
word	A letter or letters grouped together that are written, printed or spoken that have a meaning.
CEW memory word	A word that cannot be decoded through phonics e.g. was, are
phonic word	A word that is fully decodable and is able to be segmented.
alien words	Made up words to check phonic decoding skills
VC words	Words that have two letters that are vowel/consonant words. E.g. am, it, up,
CVC	Words that are consonant/vowel/consonant words. E.g. sat, cap, mop, dog etc.
CCVC	Consonant/consonant/vowel/consonant words e.g. skip, green, spoon,
CVCC	Consonant/vowel/consonant/consonant words e.g. tent, maths, dogs
syllable	A beat of sound in a word. The beat could be the whole word e.g. park or part of a word e.g. 'man'-'i'-'cure' we can break words into syllables to help us to read them.

Phonic Knowledge Organisers

Blue Band – Phase 4 - 5



Blue – Phase 4 - 5 CEW - Memory Words

some, one, said, come, do, so, were, when, have, there, out, like, little, what

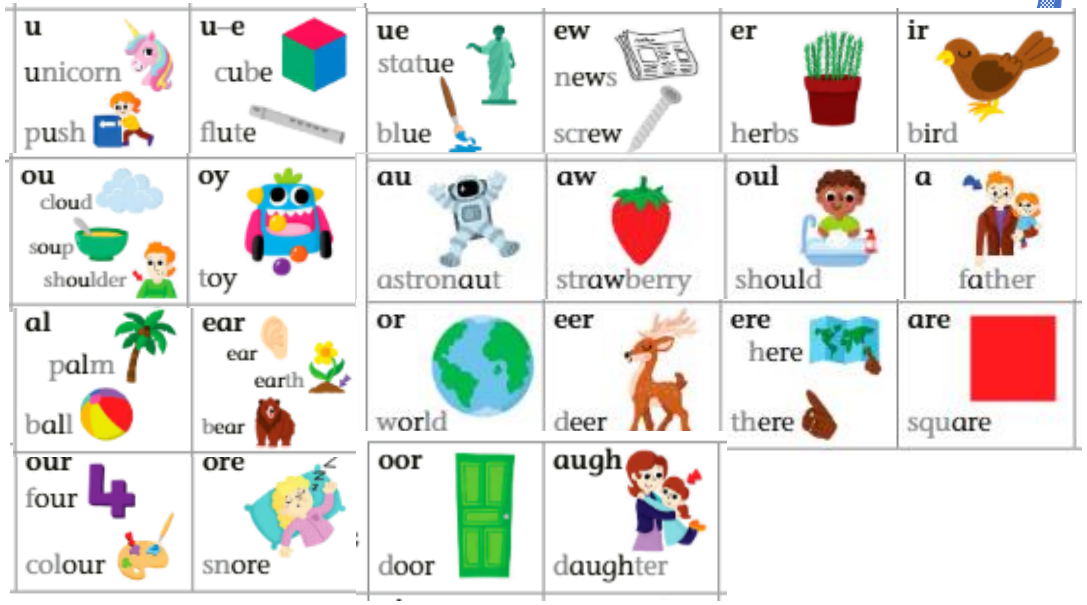
Blue – Phase 4 – 5 - Phonic Words

whisk, phonics, play, made, apron, theme, chief, heat, insect, child, time, shield, pie, yellow, spy, happy, rope, owl, snow, toe, octopus, piano, key

Key Vocabulary	
phoneme	A single unit of sound e.g. s
grapheme	The written sound of a phoneme.
digraph	Where two letters represent one sound E.g. ff
trigraph	Where three letters represent one sound e.g. igh
split-digraph	Where two letters that represent one sound are split by another letter e.g. a-e in cake.
letter	A symbol representing a sound.
vowels	The letters **a, e, i, o, u**
consonants	All consonants are the letters except a, e, i, o, u
lower-case letter	A letter having its usual smaller form a, b, c rather than A, B, C
capital letter	Letters written in upper case form usually used at the start of sentences, at the start of names of people and some places, the days of the week etc.
segment	When you break a word into the individual sounds, e.g. sh-ee-p
blend	When sounds are quickly put together e.g. b-r-igh-t - bright
word	A letter or letters grouped together that are written, printed or spoken that have a meaning.
CEW memory word	A word that cannot be decoded through phonics e.g. was, are
phonic word	A word that is fully decodable and is able to be segmented.
alien words	Made up words to check phonic decoding skills
VC words	Words that have two letters that are vowel/consonant words. E.g. am, it, up,
CVC	Words that are consonant/vowel/consonant words. E.g. sat, cap, mop, dog etc.
CCVC	Consonant/consonant/vowel/consonant words e.g. skip, green, spoon,
CVCC	Consonant/vowel/consonant/consonant words e.g. tent, maths, dogs
syllable	A beat of sound in a word. The beat could be the whole word e.g. whisk or part of a word e.g. 'cup'-'cake' we can break words into syllables to help us to read them.

Phonic Knowledge Organisers

Green Band – Phase 5



Green – Phase 5 CEW - Memory Words

oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

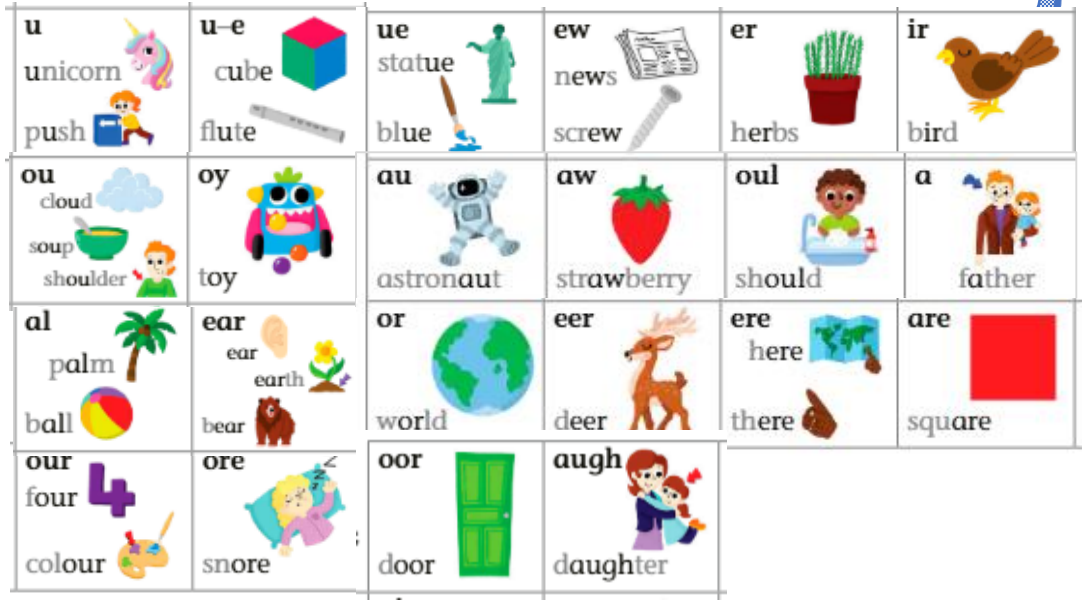
Green – Phase 5 - Phonic Words

Umbrella, unicorn, push, cube, flute, statue, blue, news, screw, hammer, herbs, bird, cloud, shoulder, soup, toy, astronaut, strawberry, should, father, palm, ball, ear, earth, bear, fork, world, here, there, square, door, daughter, four, snore, colour

Key Vocabulary	
phoneme	A single unit of sound e.g. s
grapheme	The written sound of a phoneme.
digraph	Where two letters represent one sound E.g. ff
trigraph	Where three letters represent one sound e.g. igh
split-digraph	Where two letters that represent one sound are split by another letter e.g. a-e in cake.
letter	A symbol representing a sound.
vowels	The letters **a, e, i, o, u**
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lower-case letter	A letter having its usual smaller form a, b, c rather than A, B, C
capital letter	Letters written in upper case form usually used at the start of sentences, at the start of names of people and some places, the days of the week etc.
segment	When you break a word into the individual sounds, e.g. sh-ee-p
blend	When sounds are quickly put together e.g. b-r-igh-t - bright
word	A letter or letters grouped together that are written, printed or spoken that have a meaning.
CEW memory word	A word that cannot be decoded through phonics e.g. was, are
phonic word	A word that is fully decodable and is able to be segmented.
alien words	Made up words to check phonic decoding skills
VC words	Words that have two letters that are vowel/consonant words. E.g. am, it, up,
CVC	Words that are consonant/vowel/consonant words. E.g. sat, cap, mop, dog etc.
CCVC	Consonant/consonant/vowel/consonant words e.g. skip, green, spoon,
CVCC	Consonant/vowel/consonant/consonant words e.g. tent, maths, dogs
syllable	A beat of sound in a word. The beat could be the whole word e.g. 'four' or part of a word e.g. 'u-ni-corn' we can break words into syllables to help us to read them.

Phonic Knowledge Organisers

Orange Band – Phase 5-6



Orange – Phase 5-6 CEW - Memory Words

oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

Orange – Phase 5-6 - Phonic Words

celery, city, unicycle, germ, giraffe, gymnast, peach, bread, house, cheese, fence, chick, school, chef, bridge, package, mother, bottle, painted, mixed, drilled, comb, knot, sign, writing, hatching, treasure, television, collage, picture, happy, spy, pyramid, scissors, whistle, watch, squash, station, musician, percussion

Key Vocabulary

phoneme	A single unit of sound e.g. s
grapheme	The written sound of a phoneme.
digraph	Where two letters represent one sound E.g. ff
trigraph	Where three letters represent one sound e.g. igh
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letter	A symbol representing a sound.
vowels	The letters **a, e, i, o, u**
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CVCC	Consonant/vowel/consonant/consonant words e.g. tent, maths, dogs
syllable	A beat of sound in a word. The beat could be the whole word e.g. 'four' or part of a word e.g. 'u-ni-corn' we can break words into syllables to help us to read them.

Questioning

Nursery/The Hub	Reception	Year One	Year Two
Listening and Attention "What can you hear?" "Is that a loud or quiet sound?" "Where is the sound coming from?" *Rhyme and Rhythm* "Do these two words rhyme: cat and hat?" "Can you think of a word that rhymes with dog?" *Beginning Sound Awareness* "Can you hear what sound 'sun' starts with?" "Can you say another word that starts with the same sound?" *Blending and Segmenting (spoken only)* "Can you put these sounds together? /m/ - /a/ - /t/?" "What sounds can you hear in 'dog'?"	*Letter-Sound Knowledge* "What sound does this letter make?" "Can you find the letter that makes the /s/ sound?" "What sound do you hear at the start of 'map'?" *Reading (Blending)* "Let's sound out this word together – /c/ /a/ /t/. What word is that?" "Can you spot any tricky words on this page?" "Does that sound right in the sentence?" *Spelling (Segmenting)* "What sounds can you hear in 'dog'?" "Can you write the sounds you can hear?" "Which sound comes first? Which comes last?"	*Sound Choices* "What sound does 'ai' make in this word?" "Can you think of another way to spell the /ee/ sound?" "Which spelling of /oa/ do we use in 'boat'?" *Decoding in Context* "Can you use your phonics to read this word?" "Does it make sense in the sentence?" "Can you spot the digraph in that word?" *Spelling and Writing* "What sound do you need to add to make 'sing' into 'singer'?" "Which grapheme do we use for the /ai/ sound in 'rain'?" "Can you check your word – do all the sounds match the letters?	*Reading Fluency* "Can you spot any word endings like -ed or -ing?" "Does that word look right? Does it sound right?" "Can you see a smaller word inside that bigger word?" *Spelling and Patterns* "Why do we double the consonant in 'running'?" "What happens when we add -ed to a word ending in 'e'?" "Can you think of other words that have the same pattern as 'night'?" *Word Meaning and Morphology* "What does the prefix 'un–' do to a word?" "Can you find a root word in 'played' or 'player'?" "What is a morpheme?" "Which letters are used to spell this morpheme?"


SEND



Inclusive pedagogy for all learners in Phonics and Reading

How we create an inclusive environment in Phonics and Reading:

- Precise, well structured lessons that follow rigourous distinct patterns/routines daily
- Structures, pace and repetitive nature for phonic teaching including in intervention groups to apprehend steps and for children to be included
- Established safe boundaries for engagement through structure, seating arrangements, organisation of resources, chunking of time for activities
- Revise, teach, practise, apply structure to lessons with clear modelling
- Plenty of opportunities to practise at sound, word, phrase and sentence level
- Highly interactive in nature giving responses as a class/group and individually to say, read and write sounds. Adaptation where needed for a more practical approach to engage learners and practise skills through games, songs and rhymes, spelling with letters practically etc.
- Seating children where everyone can see and hear clearly
- Use of praise and a calm light hearted tone from adults to praise efforts and give feedback
- Use of giving responses as a group, to a peer, using children as a model for others and 1-1 as part of AfL
- Use of an adult to support if appropriate
- Displayed print is accessible to all with the words children know/will learn
- Range of texts accessible that meet the needs of all learners that are well organised to support children to make choices
- Specific teaching on how to navigate the book corner and opportunities for adults to read chosen books aloud for the child's interests
- Modelled, shared and peer talk are a core part of reading lessons
- Books appeal to learner's interests in the classroom e.g. class created wish lists for topics/genres/authors
- Identifying key tricky or new words to pre-teach these before accessing them in a text. Find them in the book, look at the words carefully, write them on a whiteboard and practise reading them together before reading them in the text.
- Use of drama to make learning accessible for all linked to reading



Inclusive pedagogy for all learners in Phonics and Reading

How we scaffold learning to support children who have literacy and numeracy difficulties:

- Adults read aloud to the children daily to develop a love of reading and sharing stories.
- Streamed phonic classes to enable children to access phonic teaching directly matched to their level including in smaller focus groups when needed.
- Use of the most qualified personal with the children with the greatest needs (this includes all SLT teach phonic intervention groups/in the SEN Hub provision)
- Clear modelling and use of I do, we do, you do approach – for reading staff model reading aloud/think aloud to support comprehension processes
- Children access scaffolding/support initially with timely feedback to support them to make progress before applying learning in independent practise
- Use of peer work to support each other e.g. buddy reading sessions
- Use of same layouts for activities to enable focus on the phonic knowledge not the task
- Shared resources for additional practise in the classroom outside of phonic lessons
- Focus on explicit modelling and support for mouth and tongue movements, sound pronunciation, reading and spelling CEW and words containing the common GPCs
- Use of dictated sentence writing when ready to focus on the skill of spelling CEW and known GPCs without the cognitive load of devising their own sentences.
- Use of working walls in classrooms for new sounds and words to support reading and spelling as they are taught.
- Access to reading books that directly match to the GPC and CEW that children have learnt. Opportunities to revisit and re-read previously practised texts to develop fluency and automaticity
- Use of phoneme frames, word cards, phoneme fans, sound buttons etc.
- Use of probes/direct instruction/flashcards/pairs games/snap etc for additional targeted practise to retain words
- Daily reading practise outside of phonic sessions in books matched to the GPCs and CEW that children have learnt with their Teacher or Teaching assistant.
- Exposure to different types of texts to read e.g. dyslexia friendly type and handwriting styles
- Practise as part of daily routines e.g. get your c-oat-t



Inclusive pedagogy for all learners in Phonics and Reading

How we scaffold learning to support children who need time to develop conceptual understanding:

- Pre-teach key vocabulary, background knowledge and concepts that children will access in reading
- Talk about books before reading – ignite prior knowledge, make links e.g. to settings, characters etc. make predictions
- Adults read aloud to the children every day to extend vocabulary and listen to texts at an age-appropriate level.
- Adults think aloud to model comprehension processes involving vocabulary taught to build understanding
- Use smaller chunks of texts and extracts when developing comprehension skills broken down when needed e.g. to the end of the sentence read/paragraph/page etc.
- Plan discussion at key points in a text to deepen understanding
- Opportunities for reinforcement activities linked to concepts that children have read about e.g. building bridges if they have read a story with bridges in, following a recipe to cook if they have been reading recipes, reading about pandas to find out about them if they have read a story about pandas etc.
- Developing an understanding of concepts by reading across the curriculum including different genres of texts and how these are structured.
- Use of drama activities such as role play, hot seating, freeze frames, conscious alley and active social stories to develop conceptual understanding and comprehension skills
- Use of characters to support understanding of different content domains in reading and the skills that children are practising
- Use of mixed ability groupings to discuss texts, concepts and understanding of texts together
- Opportunities given to re-read a text after high quality book talk to deepen understanding

How we scaffold learning to support children who struggle to retain vocabulary:

- Pre-teaching of key vocabulary including vocabulary in texts for reading
- Immersion in stories, songs, rhymes and poems to develop vocabulary and comprehension
- Use of signs, symbols and images and definitions to build understanding of new vocabulary
- Repeating the word, clapping the syllables, giving examples and non examples of new words
- Adults read aloud to the children every day to extend vocabulary, developing knowledge of language patterns and listen to texts at an age-appropriate level.
- Adults think aloud to model comprehension processes involving vocabulary taught to build understanding
- Re-reading class text favourites to learn the rhythms and rhymes of language in familiar stories



Inclusive pedagogy for all learners in Phonics and Reading

How we scaffold learning to support children with attention difficulties:

- Appropriate pace to lessons to keep children engaged, including the use of chunking when needed
- Use of timelines to support children to attend and know what is going to come next in their lesson to refocus them as they manage transitions
- Use of questioning to the class, in groups, in pairs, individually to keep children engaged.
- Use of mixed ability groups or pairs to promote peer to peer support and engagement through partner talk
- Making learning interactive to keep children engaged e.g. use of movements/actions, work on whiteboards, partner talk, peer to peer demonstrations, games, choosing a text, props such a lollipop-stick pointer etc.
- Use of story sacks or props linked to a story
- Taking it in turns to read a page each
- Use of multiple shorter sessions through the day if needed.
- Use of movement breaks e.g. palm presses at the end of a page, a hand massage at the end of a double page, ten chair presses, cross lateral body movements at the end of a chapter etc.

How we support children who struggle with change and transitions:

- Precise, well structured lessons that follow rigorous distinct patterns/routines daily for phonics
- Daily reading sessions at the same time each day outside of phonic lessons
- Sharing what will be read/done with the children before the lesson
- Read the blurb to hook children in and link to what they know/have done/have read before
- In reading sessions begin with a 'safe' activity e.g. listening to an adult read aloud, talking about a book/re-reading a familiar text that the child feels successful with
- Revise, teach, practise, apply model for reading lessons
- Use of visuals to support managing transitions
- Structures, pace and repetitive nature for phonic teaching including in intervention groups to apprehend steps and for children to be included
- Established safe boundaries for engagement through structure, seating arrangements, organisation of resources, chunking of time for activities
- Always finish the text – e.g. within or across a series of lessons. If an extract is being used then finish the text outside of the reading lesson.

Assessment

Pre-Nursery and Nursery

First Steps End of Half-Term 1 Assessment

Name: _____ Date: _____

1. Child can repeat each sound when an adult says it first

/m/	/p/	/b/	/n/	/t/	/d/

2. Child can point to the correct item on the reverse of the flashcards when an adult says the word

moth	purse	balloon	newt	tyre	dinosaur

3. Child can name items when shown the reverse of the flashcards

monkey mug moth	pear penguin purse	balloon bear button	nest nine newt	tomato tyre tiger	door dinosaur donkey

4. Child can respond with the whole word when an adult says the individual sounds

m-a-n = man	p-i-n = pin	b-a-g = bag	n-i-p = nip	t-e-n = ten	d-o-t = dot

5. Child can respond with the individual sounds when an adult says the whole word

mop = m-o-p	pan = p-a-n	bin = b-i-n	nap = n-a-p	top = t-o-p	dip = d-i-p

6. Child can say the sound when an adult points to the letter on the flashcard

b = /b/	d = /d/	m = /m/	t = /t/	n = /n/	p = /p/

7. Child can point to the letter on the flashcard when an adult says the sound

/t/ = t	/p/ = p	/b/ = b	/n/ = n	/m/ = m	/d/ = d

First Steps End of Half-Term 2 Assessment

Name: _____ Date: _____

1. Child can repeat each sound when an adult says it first

/w/	/h/	/k/	/g/	/f/	/s/

2. Child can point to the correct item on the reverse of the flashcards when an adult says the word

windmill	hoop	koala	guitar	flamingo	spade

3. Child can name items when shown the reverse of the flashcards

worm watermelon windmill	hen hoop horse	carrot cupcake koala	grapes guitar gorilla	fly flowers flamingo	sunglasses spade snake

4. Child can respond with the whole word when an adult says the individual sounds

w-e-t = wet	h-o-t = hot	c-u-p = cup	g-o-t = got	f-i-t = fit	s-i-p = sip

5. Child can respond with the individual sounds when an adult says the whole word

win = w-i-n	hen = h-e-n	kit = k-i-t	gap = g-a-p	fan = f-a-n	sun = s-u-n

6. Child can say the sound when an adult points to the letter/s on the flashcard

c/k = /k/	w = /w/	f = /f/	s = /s/	h = /h/	g = /g/

7. Child can point to the letter/s on the flashcard when an adult says the sound

/f/ = f	/s/ = s	/k/ = c/k	/w/ = w	/g/ = g	/h/ = h

First Steps End of Half-Term 3 Assessment

Name: _____ Date: _____

1. Child can repeat each sound when an adult says it first

/a/	/i/	/e/	/o/	/u/	/ai/

2. Child can point to the correct item on the reverse of the flashcards when an adult says the word

astronaut	ink	envelope	okra	unlock	chain

3. Child can name items when shown the reverse of the flashcards

alligator abacus astronaut	ink igloo iguana	eggs envelope emerald	orange olives okra	up unlock unhappy	chain snail paint

4. Child can respond with the whole word when an adult says the individual sounds

a-n-t = ant	i-n-k = ink	e-gg = egg	o-n = on	u-p = up	r-ai-n = rain

5. Child can respond with the individual sounds when an adult says the whole word

at = a-t	in = i-n	elk = e-l-k	off = o-ff	up = u-p	nail = n-ai-l

6. Child can say the sound when an adult points to the letter/s on the flashcard

i = /i/	o = /o/	ai = /ai/	a = /a/	e = /e/	u = /u/

7. Child can point to the letter/s on the flashcard when an adult says the sound

/o/ = o	/a/ = a	/u/ = u	/i/ = i	/ai/ = ai	/e/ = e

First Steps End of Half-Term 4 Assessment

Name: _____ Date: _____

1. Child can repeat each sound when an adult says it first

/ee/	/igh/	/oa/	/or/	short /oo/	long /oo/

2. Child can point to the correct item on the reverse of the flashcards when an adult says the word

eel	highlighter	toad	stork	wool	stool

3. Child can name items when shown the reverse of the flashcards

tree cheese eel	tights lightning highlighter	coat soap toad	torch corn stork	wood cookie wool	stool boots spoon

4. Child can respond with the whole word when an adult says the individual sounds

f-ee-t = feet	h-igh = high	r-oa-d = road	t-or-n = torn	l-oo-k = look	r-oo-m = room

5. Child can respond with the individual sounds when an adult says the whole word

meet = m-ee-t	sigh = s-igh	moat = m-oa-t	port = p-or-t	hook = h-oo-k	boom = b-oo-m

6. Child can say the sound when an adult points to the letters on the flashcard

oa = /oa/	oo = short /oo/	or = /or/	oo = long /oo/	igh = /igh/	ee = /ee/

7. Child can point to the letters on the flashcard when an adult says the sound

short /oo/ = oo	/igh/ = igh	/oa/ = oa	long /oo/ = oo	/ee/ = ee	/or/ = or

First Steps End of Half-Term 5 Assessment

Name: _____ Date: _____

1. Child can repeat each sound when an adult says it first

/y/	/ng/	/v/	/l/	/ch/	/sh/

2. Child can point to the correct item on the reverse of the flashcards when an adult says the word

yak	springs	violets	lemon	bench	brush

3. Child can name items when shown the reverse of the flashcards

yo-yo yoghurt yak	springs string wings	vest violin violets	lemon leaf lion	chair chest bench	shell brush fish

4. Child can respond with the whole word when an adult says the individual sounds

y-e-s = yes	s-i-ng = sing	v-e-t = vet	l-i-d = lid	ch-i-p = chip	sh-o-p = shop

5. Child can respond with the individual sounds when an adult says the whole word

yap = y-a-p	song = s-o-ng	van = v-a-n	lip = l-i-p	chop = ch-o-p	shed = sh-e-d

6. Child can say the sound when an adult points to the letter/s on the flashcard

sh = /sh/	l = /l/	ng = /ng/	ch = /ch/	v = /v/	y = /y/

7. Child can point to the letter/s on the flashcard when an adult says the sound

/l/ = l	/y/ = y	/ch/ = ch	/sh/ = sh	/ng/ = ng	/v/ = v

First Steps End of Half-Term 6 Assessment

Name: _____ Date: _____

1. Child can repeat each sound when an adult says it first

/z/	/r/	/j/	/th/	/k+w/	/k+s/

2. Child can point to the correct item on the reverse of the flashcards when an adult says the word

zero	ribbon	jaguar	tooth	quetzal	lynx

3. Child can name items when shown the reverse of the flashcards

zip zig-zag zero	rocket ribbon rake	jam jumper jaguar	three tooth bath	quilts quetzal question mark	box six lynx

4. Child can respond with the whole word when an adult says the individual sounds

z-a-p = zap	r-u-g = rug	j-e-t = jet	th-e-m = them	qu-i-ck = quick	f-i-x = fix

5. Child can respond with the individual sounds when an adult says the whole word

zip = z-i-p	run = r-u-n	jam = j-a-m	path = p-a-th	quit = qu-i-t	box = b-o-x

6. Child can say the sound when an adult points to the letter/s on the flashcard

z = /z/	th = /th/	r = /r/	qu = /k+w/	j = /j/	x = /k+s/

7. Child can point to the letter/s on the flashcard when an adult says the sound

/r/ = r	/j/ = j	/z/ = z	/k+s/ = x	/k+w/ = qu	/th/ = th

Rocket Phonics *First Steps* Development trackers

A. Children progressing towards typical nursery development might be able to:						
	Name:	Name:	Name:	Name:	Name:	Name:
Enjoy songs and rhymes, tuning in and paying attention.						
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.						
Say some of the words in songs and rhymes.						
Copy finger movement and other gestures.						
Sing songs and say rhymes independently, for example, singing whilst playing.						
Enjoy sharing books with an adult.						
Pay attention and respond to the pictures or the words.						
Have favourite books and seek them out to share with an adult, with another child, or to look at alone.						
Repeat words and phrases from familiar stories.						
Ask questions about books.						
Make comments and share their own ideas.						
Develop play around favourite stories using props.						
Enjoy exploring mark making equipment and draw freely.						
Make marks to their drawings, to which they give meaning. For example, "That says daddy."						
Make marks to represent their name.						

Rocket Phonics *First Steps* Development trackers

B. Children progressing on-track might additionally be able to:						
	Name:	Name:	Name:	Name:	Name:	Name:
Understand that print has meaning.						
Understand that print can have different purposes.						
Know that we read English from left to right and from top to bottom.						
Name the different parts of a book (cover, author, page number).						
Understand page sequencing.						
Spot and suggest rhymes.						
Count or clap syllables in a word.						
Recognise words with the same initial sound, such as Mummy and Monday.						
Engage in extended conversations about stories, learning new vocabulary.						
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for milk.						
Write some or all of their name.						
Write some letters accurately.						

Rocket Phonics *First Steps* Development trackers

C. Children progressing beyond typical nursery development might additionally be able to:						
	Name:	Name:	Name:	Name:	Name:	Name:
Read individual letters by saying the sounds for them.						
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.						
Read some letter groups that each represent one sound and say sounds for them.						
Read a few common exception words matched to the school's phonic programme.						
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.						
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.						
Form lower-case and capital letters correctly.						
Spell words by identifying the sounds and then writing the sound with letter/s.						
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.						
Re-read what they have written to check that it makes sense.						

Reception

Suggested assessment schedule

	Reception/P1
Within 2 weeks of start of year (or at any point for new starters)	Baseline Assessment
End of Autumn 1st Half-Term	Reception End of Half-Term 1 Assessment
End of Autumn 2nd Half-Term	Reception End of Half-Term 2 Assessment **and/or** Pupil Practice Booklet 1 Assessment A and/or B
End of Spring 1st Half-Term	Reception End of Half-Term 3 Assessment
End of Spring 2nd Half-Term	Reception End of Half-Term 4 Assessment **and/or** Pupil Practice Booklet 2 Assessment A and/or B
End of Summer 1st Half-Term	Reception End of Half-Term 5 Assessment
End of Summer 2nd Half-Term	Reception End of Half-Term 6 Assessment **and/or** Pupil Practice Booklet 3 Assessment A and/or B

Pupil Practice Booklet – Mini-Assessments – script and answers

At the end of each Pupil Practice Booklet are two assessments, A and B. These can be used flexibly as required to support the tracking and monitoring of children's progress. You may wish to assess each child individually, or children can self-assess by ticking off the sounds and words they can read then by writing the words and sentence as you dictate aloud to the class.

Pupil Practice Booklet 1

Assessment A, page 62

1. I know these sounds: c, a, i, m, n, t, g, p, o, d, s, r
2. I can read these words: sip, pen, cot, rug, hat, bus, fell, dig, luck, map, tick, tap
3. I can write these words: sat, pin, cap, rat, hen, bug, hill, gap
4. I can read this sentence: Sal got on the big red bus.
5. I can write a sentence: The rat had ten nuts.

Assessment B, page 63

1. I know these sounds: ck, e, u, r, h, b, f, ff, l, ll, ss, tt
2. I can read these words: sack, pen, cup, rip, hen, bag, fit, off, let, fill, moss, tub
3. I can write these words: pick, net, mug, run, hop, bed, fog, fuss
4. I can read this sentence: Tess packs a doll in the bag.
5. I can write a sentence: Ben sets off up the hill.

Pupil Practice Booklet 2

Assessment A, page 62

1. I know these sounds: b, ff, ll, ss, j, v, w, x, y, z, zz, qu
2. I can read these words: quiz, job, vet, web, jig, vat, wet, exit, yes, zap, fizz, quit
3. I can write these words: quick, jet, van, wax, zip, jazz, yak, jam
4. I can read this sentence: Jazz the vet met a vixen and six cubs.
5. I can write a sentence: Dad got a job and a van.

Assessment B, page 63

1. I know these sounds: y, z, qu, ch, sh, th, ng, ai, ee, igh, oa, oo
2. I can read these words: good, queen, chain, ship, thick, then, hail, jeep, night, soap, look, spoon
3. I can write these words: book, chin, shed, thin, rain, light, goat, moon
4. I can read this sentence: The sheep hid next to the oak tree at night.
5. I can write a sentence: The goat hid in the green shed.

Pupil Practice Booklet 3

Assessment A, page 62

1. I know these sounds: igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
2. I can read these words: food, brown, burnt, groan, clear, light, fair, spoil, north, jumper, shark, pure
3. I can write these words: hair, down, near, coin, part, cure, sister, turn
4. I can read this sentence: I turned the soil with my trowel then planted some flowers.
5. I can write a sentence: I will sort the socks into pairs.

Assessment B, page 63

1. I know these sounds: ear, air, ure, er, wh, ph, ay, a–e, a, e–e, ie, ea
2. I can read these words: peach, flower, apron, secure, near, dolphin, field, tray, snake, theme, stairs, wheel
3. I can write these words: whisk, acorn, phonics, shield, cake, even, play, reach
4. I can read this sentence: We made peach cookies in the shape of dolphins.
5. I can write a sentence: I can teach you how to play a game.

KS1

Suggested assessment schedule

	Year 1 / P2
Within 2 weeks of start of year (or at any point for new starters)	Baseline Assessment
End of Autumn 1st Half-Term	Y1 End of Half-Term 1 assessment
End of Autumn 2nd Half-Term	Y1 End of Half-Term 2 assessment **and/or** Pupil Practice Booklet 1 Assessment A and/or B **and/or** Phonics Screening Check Paper 1
End of Spring 1st Half-Term	Y1 End of Half-Term 3 Assessment
End of Spring 2nd Half-Term	Y1 End of Half-Term 4 assessment **and/or** Pupil Practice Booklet 2 Assessment A and/or B **and/or** Phonics Screening Check Paper 2
End of Summer 1st Half-Term	Y1 End of Half-Term 5 Assessment **and/or** Phonics Screening Check Paper 3
End of Summer 2nd Half-Term	Y1 End of Half-Term 6 Assessment **and/or** Pupil Practice Booklet 3 Assessment A and/or B

Pupil Practice Booklet 4

Assessment A page 62

1. I know these sounds: a–e, a, ea, i, i–e, ie, o–e, ow, oe, o, y, ey
2. I can read these words: apricot, beast, mind, shine, tried, why, note, glow, toe, both, funny, alley
3. I can write these words: find, rope, pie, snow, silly, bike, donkey, gold
4. I can read this sentence: We have grown ripe tomatoes at home.
5. I can write a sentence: That potato pie is mine.

Assessment B page 63

1. I know these sounds: oe, o, y, ey, u, u–e, ue, ew, er, ir, ou, oy
2. I can read these words: clue, rule, push, venue, cube, human, grew, boy, shirt, expert, proud, nephew
3. I can write these words: cloud, toy, blue, chew, perfect, bird, enjoy, skirt
4. I can read this sentence: The thirsty bird flew down to the blue lagoon.
5. I can write a sentence: The story was in the newspaper on Tuesday.

Pupil Practice Booklet 5

Assessment A page 62

1. I know these sounds: au, aw, ou, ear, or, ere, eer, al, our, ore, oor, augh
2. I can read these words: author, dawn, shoulder, bear, worm, where, steer, half, caught, adore, floor, four
3. I can write these words: August, straw, soup, pear, word, there, cheer, palm
4. I can read this sentence: Before dawn the early bird caught a worm.
5. I can write a sentence: We were taught to work in a group.

Assessment B page 63

1. I know these sounds: our, oor, augh, c, g, ea, se, ce, ch, dge, ge, o
2. I can read these words: pour, poor, naughty, bridge, giant, head, mouse, palace, mechanic, city, village, another
3. I can write these words: other, bread, floor, cinema, gerbil, horse, chef, hedge
4. I can read this sentence: The prince rode his horse around the palace.
5. I can write a sentence: The dance show was in the city.

Pupil Practice Booklet 6

Assessment A page 62

1. I know these sounds: ea, se, ch, dge, ge, le, ed, mb, kn, gn, wr, tch
2. I can read these words: head, mouse, school, hedge, vision, table, stopped, climb, knelt, gnome, written, fetch
3. I can write these words: patch, purse, chemist, lamb, knee, little, sign, wrist
4. I can read this sentence: The horse stomped through a muddy puddle.
5. I can write a sentence: The nurse climbed into her car.

Assessment B page 63

1. I know these sounds: kn, gn, wr, tch, ture, y, sc, st, a, ti, ci, ssi
2. I can read these words: knitting, design, wrench, hatch, session, crystal, scent, hasten, swamp, potion, special, creature
3. I can write these words: picture, gymnastics, scissors, listen, watch, lotion, facial, mission
4. I can read this sentence: The scientist designed a pair of scissors that could cut through crystal.
5. I can write a sentence: The swan watched as her eggs hatched.

Phonics Screening Check Year 1 Class Tracker

Pupil name	PSC Practice 1/ Score out of 40 Date:	PSC Practice 2/ Score out of 40 Date:	PSC Practice 3/ Score out of 40 Date:

PSC Practice Paper 1 Date:	PSC Practice Paper 2 Date:	PSC Practice Paper 3 Date:
pib	yop	vus
keb	ulp	gan
jat	ind	ond
ulb	hab	pon
beff	shup	frex
quib	coid	glog
zook	chack	skap
churt	drell	quisk
desh	stin	thend
shan	voisk	murbs
chop	farm	stop
pack	torn	lords
dust	freed	thin
sharp	long	back
track	self	crab
greet	dress	fresh
gift	flat	keeps
yards	soft	blot
thorn	jump	coins
moist	snarl	sing
jair	girst	tay
blies	herks	var
kird	clain	meast
mave	keam	zued
flesp	phobe	sprop
thirst	clend	yewn
gorst	braint	bluns
jurb	spraw	zale
tabe	flods	groiks
breft	clisk	scroy
nigh	toy	scar
glued	crept	game
lied	brown	drink
shape	rice	river
blast	wove	yellow
trails	trunk	model
flute	delay	fence
fuel	finish	bloom
rude	picnic	wishes
grand	bright	growing

Year 2 Spelling with Grammarsaurus Baseline

Y2 Reduced Grapheme Chart

Consonant sounds

b	c k ck	ch	d	f ph	g	h	j
l	m	n	p	qu	r	s	sh
t	th	v	w wh	x	y	z	

Vowel sounds

a	air are	ar	ay ai a	e ea	ee ea e
i	igh i	ir ur er	o	oo	oo ew u
or aw au	ou ow	ow oa o	oy oi	u	ure

essential parallel objectives

Y2 Grapheme check – pupil response sheet

Name:



1. I went for a _____ in the park.



2. _____ has a red hat.



3. The _____ was full.



4. It was _____.



5. We did a fun _____ in class.



6. The _____ rode a horse.



7. The _____ was shining on the grass.



8. We dug a _____ hole in the sand.

Y2 Grapheme check – pupil response sheet



9. A big _____ came last night.



10. He gave the ball a _____ with the bat.



11. We _____ our toys with friends.



12. She was _____ in her dress.



13. I ate a _____ grapes.



14. I put my money in the _____.



15. I used a _____ to save my page.



16. The bear slept in a _____.



17. Open your _____ and say “ah”.

Y2 Grapheme check – pupil response sheet



18. I wear _____ to listen to music.



19. We played at the _____.



20. There is a risk of _____ today.



21. I sometimes _____ before bed.



22. The baby was in the _____.



23. She held a _____.



24. The doctor found a _____.



25. The kitten is _____.



26. We watched the rocket _____.