

Phase 5a Phonics Plans (Weeks 1-4)

Week 1 New graphemes – ay, ou, ie, ea Tricky words for reading oh, their, people		
Monday	Introduce	We are learning a new grapheme ay
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Write the grapheme ay . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	Practise	Play buried treasure with words <i>lay, stray, spray, crayon, sclay, glay, deflay</i>
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <i>Can a crayon spray paint? Can a stray cat play? Do not delay unless you want to stay all day.</i>
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning a new grapheme ou
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Add in ay from yesterday. Use the games Flashcards or Quickwrite Graphemes
	Teach	Write the grapheme ou . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play buried treasure with words: <i>Cloud, found, about, sprout, plout, strout, lound, aglound</i>
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. <i>Will you see clouds in the mountains? Can a sprout be proud? What is the loudest sound around?</i>
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	We are learning to read the tricky words oh, their, people,
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Teach reading the tricky words oh, their, people. See instructions on p140
	Practise	Play countdown with the words crayon, stray, spray, delay, tray, sound, ground, about, sprout, cloud.
	Apply	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. <i>Some people play loud sounds on horns. Oh! I found a crayon. Do people play with their sprouts?</i>
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning a new grapheme ie
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Write the grapheme ie . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play buried treasure with the words fried, cried, replied, spied, splied, deplied, gried, chied.
	Apply	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. <i>Oh no, I spied a fried pie. People denied that they had cried. She replied that their cat had been found.</i>
	Assess	Make notes on assessment sheet.
Friday	Introduce	We are learning a new grapheme ea
	Revisit	Practise reading people, their, oh see p141
	Teach	Write the grapheme ea . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play countdown with the words Fried, cried replied, steam, repeat, dream, cream,
	Apply	Practise reading sentences: We sit on a seat and read books near the sea. Can a sheep repeat a bleat? At least we can have meat as a good treat.
	Assess	Make notes on assessment sheet.

Phase 5a Phonics Plans (Weeks 1-4)

Week 2 New graphemes – oy, ir, ue, aw Tricky words for reading Mr Mrs looked called asked

Monday	Introduce	We are learning a new grapheme oy
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Write the grapheme oy . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	Practise	Play buried treasure with words <i>Boy annoy enjoy employ floy emgloy scroy disploy</i>
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <i>Can you annoy a boy? Will a royal enjoy eating an oyster? Will it be annoying if a boy destroys a toy?</i>
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning a new grapheme ir
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in new graphemes learned in previous weeks
	Teach	Write the grapheme ir . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play buried treasure with the words <i>girl, thirteen, birth, skirt, twirt, plirth, virteen, skirl.</i>
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. <i>Can a girl put on a skirt that twirls? Is your birthday the first or the third? Can a girl annoy a boy?</i>
Assess	Make notes on assessment sheet.	
Wednesday	Introduce	We are learning to read the tricky words Mr, Mrs, looked, called, asked
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Teach reading the tricky Mr, Mrs, looked, called, asked See instructions on p140
	Practise	Play countdown with the words: <i>Boy, girl, third, annoy, enjoy, joy, birth, skirt, annoying, first</i>
	Apply	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. <i>Is it Mrs Brown's birthday today? Mr Green called today and asked if he can help. Mr and Mrs Smith looked sad this morning.</i>
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning a new grapheme ue
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in any new graphemes
	Teach	Write the grapheme ue . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play buried treasure with the words Venue, statue, rescue, argue, platue, denue, lescue, ormue
	Apply	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. <i>Can you argue with a statue? You need to queue until the bus is due. Is it true that you can get blue glue?</i>
	Assess	Make notes on the assessment sheet.
Friday	Introduce	We are learning a new grapheme aw
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in any new graphemes
	Teach	Write the grapheme aw . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play quickwrite with the words Claw, yawn, shawl, drawer, plaw, gawn, thawl, strawer
	Apply	Children read sentences on cards. Encourage children to sound talk tricky words. <i>Can a paw also be a claw? Do you stretch your jaw when you yawn? If you go out on the lawn, will you need a shawl to help you stay warm?</i>

Phase 5a Phonics Plans (Weeks 1-4)

Week 3 New graphemes – wh, ph, ew, oe, au, ey Tricky words for spelling – said, so, have, like

Monday	Introduce	We are learning 2 new graphemes wh and ph.
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Write the graphemes wh and ph . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	Practise	Play buried treasure. Choose words from: <i>when, phen, which, phonics, wheck, graphics, wheel, whump, alphabet, craph, wheem, whisper, graph, braphics.</i>
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <i>Which is a dolphin better at, jumping or swimming? Phonics is about sounds. I can whisper them or say them loud. When will you take a photo of a big wheel?</i>
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning a new grapheme ew
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in new graphemes learned in previous weeks
	Teach	Write the grapheme ew . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc. Explain that this grapheme can make two slightly different sounds as in blew and stew.
	Practise	Play quickwrite with the words: Blew, screw, nephew, threw, stew, grew, flew, drew, brew, few
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. <i>A balloon blew up in the air and flew away. My nephew is called Drew. What can you do if you find a screw in your stew?</i>
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	We are learning to spell the tricky words said, so, have, like .
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Teach spelling of the tricky words said, so, have, like See instructions on p148
	Practise	Practise the spelling of the tricky words said, so, have, like see p149
	Apply	Read a sentence. Ask children to write on whiteboards. Encourage children to sound talk tricky words. <i>My nephew said the alphabet. Will a dolphin whisper so that he can have a throat sweet? An elephant said he flew like a bird. Do you think this is true?</i>
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning 2 new graphemes oe and aw
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in any new graphemes
	Teach	Write the graphemes oe and aw . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play buried treasure with the words Toe, goes, launch, August, poe, troes, baunch, audunk
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. Encourage children to sound talk tricky words. <i>Can a toe be jaunty? Can a rocket launch in August? Will a haunted venue make you scream?</i>
	Assess	Make notes on the assessment sheet.
Friday	Introduce	We are learning a new grapheme ey
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in any new graphemes
	Teach	Write the grapheme ey . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	Practise	Play quickwrite with the words Donkey, jockey, turkey, trolley, tronkey, surkey, strolley, quockey
	Apply	Children read sentences on cards. Encourage children to sound talk tricky words. <i>Can a jockey win on a donkey? Will a girl put a trolley in a turkey? Did Santa get stuck up the chimney.</i>

Phase 5a Phonics Plans (Weeks 1-4)

Week 4 New Graphemes a_e, e_e, i_e, o_e, u_e Tricky words for spelling some, come, were, there.

Monday	Introduce	We are learning a new graphemes i_e
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Introduce split digraph i_e – follow instructions on p135
	Practise	Play quickwrite with the words: Shine, slide, prize, nice, inside, invite
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <i>Will you invite me inside? Can a slide shine all the time? Is it time to get my nice prize yet?</i>
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning a new grapheme o_e
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in new graphemes learned in previous weeks
	Teach	Introduce split digraph o_e – follow instructions on p135
	Practise	Play buried treasure with the words: <i>Whole, chole, explode, strome, aclose alone</i>
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. Can a stone explode? If you are at home alone and you find a bone, will you get on the phone? Will you see a queen on a throne or on an envelope?
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	We are teaching spelling the tricky words some, come, were, there.
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes
	Teach	Teach spelling of the tricky words some, come, were, there See instructions on p148
	Practise	Practise the tricky words some, come, were, there See instructions on p149
	Apply	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. <i>Some dolphins come home to sleep. Were there lots of donkeys on the beach? Were there some turkeys on the lawn?</i>
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning the new grapheme a_e
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in any new graphemes
	Teach	Introduce split digraph a_e – follow instructions on p135
	Practise	Play buried treasure with the words Shake, inflape, invade, plame, trake, amaze
	Apply	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. Encourage children to sound talk tricky words. <i>It will amaze me if you can escape from this maze. When the Romans came to invade they made great long roads. Can a snake have a race with a whale in a lake?</i>
	Assess	Make notes on the assessment sheet.
Friday	Introduce	We are learning 2 new graphemes u_e and e_e
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. Add in any new graphemes
	Teach	Introduce the split digraphs u_e and e_e
	Practise	Play buried treasure with the words Prune, glute, complete, sheme, extreme, clube
	Apply	Children read sentences on cards. Encourage children to sound talk tricky words. Can you put a huge cube in a tube? Will a complete prune contain a stone? Is it ever extremely rude to play a flute?

Phase 5a Phonics Plans (Weeks 1-4)

Week 6

Carry out lessons following the sequence as before each day.

Introduce – Revisit – Teach – Practise – Apply – Assess

Decide what to cover each day by looking back at previous assessments and deciding what needs further work.

Whilst you are carrying out activities this week you will need to observe and assess very carefully this week to establish whether or not children have achieved enough to progress onto Phase 5b and if not what areas they need more work on.

By the end of Phase 5a children should:

- Say the phoneme when shown a new grapheme (Flash cards)
- Write a grapheme when given a phoneme
- Blend and read words containing the new graphemes
- Segment and spell words containing the new graphemes.
- Read the tricky words: oh, their, people, Mr, Mrs, looked, called, asked
- Be able to spell tricky words: said, so, have, like, some, come, were, there