

Phase 5b Phonics Plans

Week 5 Alternative pronunciations – i, o, c, g, u Tricky words for spelling: little, one, do, when, what, out

Monday	Introduce	We are learning to explore alternative pronunciation of the i grapheme
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play flashcards
	Teach	Teach alternative pronunciations for the i grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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>The wild child did a trick. Find the big stick behind the tree. Remind me to stick things in my mind.</i>
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning to explore alternative pronunciation of the o grapheme
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play quickwrite graphemes
	Teach	Teach alternative pronunciations for the o grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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>Don't go to the hot spot. Can we both hold the gold block? Don't get a shock if it is too cold or too hot.</i>
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	We are learning to spell the tricky words: little, one, do, when, what, out
	Revisit	Revise blending to read Phase 4 words – play buried treasure
	Teach	Teach spelling the tricky words little, one, do, when, what, out . See instructions on p148
	Practise	Practise spelling the tricky words.
	Apply	<i>Practise writing the sentence: One little frog jumped in a pond. He likes to do that when it gets hot. What do you think will make him get out?</i>
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning to explore alternative pronunciation of the g and c graphemes
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play flashcards
	Teach	Teach alternative pronunciations for the c and g grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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 cycle and cling on to a clock? Can an accent bring success? Can you grow ginger in a magic garden?</i>
	Assess	Make notes on assessment sheet.
ydaFri	Introduce	We are learning to explore alternative pronunciation of the u grapheme
	Revisit	Revise segmenting to spell Phase 4 words – play quickwrite
	Teach	Teach alternative pronunciations for the u grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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 unicorn play music on a tuba? Will a stupid human get stuck in a pudding if they eat it sitting on a muddy cushion? Will it be lucky to have a good sense of humour in the future?</i>
	Assess	Make notes on assessment sheet.

Phase 5b Phonics Plans

Week 6 Alternative pronunciations – ow, ie, ea, er Tricky words for reading: water, where, who, again, thought, through, work, mouse

Monday	Introduce	We are learning to explore alternative pronunciation of the ow grapheme
	Revisit	Practise spelling the tricky words: little, one, do
	Teach	Teach alternative pronunciations for the ow grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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>Is a brown owl at the window? Did the cow put his food in a bowl? Can a shadow be brown?</i>
Assess	Make notes on assessment sheet.	
Tuesday	Introduce	We are learning to explore alternative pronunciation of the ie grapheme
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play flashcards
	Teach	Teach alternative pronunciations for the ie grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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 a chief shriek with relief in a field? A thief cried, "Will you believe me please?". Will a priest have strong beliefs.</i>
Assess	Make notes on assessment sheet.	
Wednesday	Introduce	We are learning to read the tricky words: water, where, who, again, thought, through, work, mouse
	Revisit	Revise blending to read Phase 4 words – play buried treasure
	Teach	Teach reading the tricky words See instructions on p118
	Practise	Practise reading the above words: water, where, who, again, thought, through, work, mouse
	Apply	Practise reading the sentences: <i>Who thought they saw a mouse swimming through the water again? Where do you work? Where is the little mouse who likes to splash?</i>
Assess	Make notes on assessment sheet.	
Thursday	Introduce	We are learning to explore alternative pronunciation of the ea graphemes
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Practise spelling the words: when, what, out
	Teach	Teach alternative pronunciations for the ea grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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>Is bread a treat or do you dread it? Will a deaf cat bleat to get treats? Can reading a book freak you out?</i>
Assess	Make notes on assessment sheet.	
Friday	Introduce	We are learning to explore alternative pronunciation of the er grapheme
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play quickwrite graphemes
	Teach	Teach alternative pronunciations for the er grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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 farmer grow herbs? Did a boxer hit a fern with a hammer? Can a stern rocker get up a ladder?</i>
Assess	Make notes on assessment sheet.	

Phase 5b Phonics Plans

Week 7 Alternative pronunciations – a y ch ou Tricky words for reading: many, laughed, because, different, any, eyes, friends, once, please

Monday	Introduce	We are learning to explore alternative pronunciation of the a grapheme
	Revisit	Practise reading the tricky words: water, where, who, again, thought, through, work, mouse.
	Teach	Teach alternative pronunciations for the a grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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 wear a hat when you eat a bacon sandwich in the bath? Can you watch a wasp sting a lady or will it be too fast? Would an angel want to visit a bank in the afternoon?</i>
Assess	Make notes on assessment sheet.	
Tuesday	Introduce	We are learning to explore alternative pronunciation of the y grapheme
	Revisit	Practise GPCs particularly the new ones learned in Phase 5a and any that the assessments showed children struggling with. Play flashcards
	Teach	Teach alternative pronunciations for the y grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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>Is the gym a happy place to be? If you spy a mummy in Egypt, will it be dry, smelly and yellow? Can a mystery story be funny?</i>
Assess	Make notes on assessment sheet.	
Wednesday	Introduce	We are learning to read the tricky words: many, laughed, because, different, any, eyes, friends, once, please
	Revisit	Revise blending to read words containing the new graphemes learned in Phase 5a – play buried treasure
	Teach	Teach reading the tricky words many, laughed, because, different, any, eyes, friends, once, please. See instructions on p118
	Practise	Practise reading the above words
	Apply	Practise reading the sentences: <i>Many of my friends laughed because I wore two different shoes. I opened my eyes wide, smiled once and said please. I didn't want any tea because I ate too many sweets.</i>
Assess	Make notes on assessment sheet.	
Thursday	Introduce	We are learning to explore alternative pronunciation of the ch graphemes
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Practise spelling the words: reading the words: water, where, who, again, thought, through, work, mouse
	Teach	Teach alternative pronunciations for the ch grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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 the chef cook chicken for school dinner? Can a chuckling chicken sing in a chorus? Will a chemist use a machine to check chemicals?</i>
Assess	Make notes on assessment sheet.	
Friday	Introduce	We are learning to explore alternative pronunciation of the ou grapheme
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play quickwrite graphemes
	Teach	Teach alternative pronunciations for the ou grapheme. See p136 Practise with a range of words containing this grapheme.
	Practise	
	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>Could you carry a boulder on your shoulder? Would you eat soup with a trout? Should you shout about a mouldy group of boulders that you have found?</i>
Assess	Make notes on assessment sheet.	