

Monday	<b>Introduce</b>	We are learning a new grapheme <b>ay</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ay</b> . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>lay, stray, spray, crayon, sclay, glay, deflay</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck. Then all children read together. <b>Can a crayon spray paint? Can a stray cat play? Do not delay unless you want to stay all day.</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning a new grapheme <b>ou</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Add in <b>ay</b> from yesterday. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ou</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>cloud, found, about, sprout, plout, strout, lound, aglound</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck. All children read together. <b>Will you see clouds in the mountains? Can a sprout be proud? What is the loudest sound around?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read the tricky words <b>oh, their, people</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach reading the tricky words <b>oh, their, people</b> . See instructions on p140 of Letters and Sounds <a href="#">Train Your Brain Phase 5</a> .
	<b>Practise</b>	Play Countdown. Words: <b>crayon, stray, spray, delay, tray, sound, ground, about, sprout, cloud</b> .
	<b>Apply</b>	Read a sentence. Ask children to write the sentence on individual whiteboards. Encourage children to soundtalk words. <b>Some people play loud sounds on horns. Oh! I found a crayon. Do people play with their sprouts?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning a new grapheme <b>ie</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ie</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>fried, cried, replied, spied, splied, deplied, gried, chied</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Read a sentence. Ask children to write the sentence on individual whiteboards. <b>Oh no, I spied a fried pie. People denied that they had cried. She replied that their cat had been found.</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning a new grapheme <b>ea</b> .
	<b>Revisit</b>	Practise reading: <b>people, their, oh</b> (plus any other tricky words that have been identified as needing consolidation) see p141 <a href="#">Tricky Word Trucks</a> .
	<b>Teach</b>	Write the grapheme <b>ea</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Countdown. Words: <b>fried, cried replied, steam, repeat, dream, cream</b> .
	<b>Apply</b>	Practise reading sentences: <b>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.</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.

Interactive resources are shown in blue. Page numbers refer to Letters & Sounds document. NB Some resources are only available to subscribers. All printable resources needed in order to carry out this planning are available to subscribers.

New graphemes: oy, ir, ue, aw

Tricky words for reading: Mr, Mrs, looked, called, asked

Monday	<b>Introduce</b>	We are learning a new grapheme <b>oy</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>oy</b> . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>boy ,annoy, enjoy, employ, floy, emgloy, scroy, disploy</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck. Then all children read together. <b>Can you annoy a boy? Will a royal enjoy eating an oyster? Will it be annoying if a boy destroys a toy?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning a new grapheme <b>ir</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. Add in new graphemes learned in previous weeks. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ir</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>girl, thirteen, birth, skirt, twirt, plirth, virteen, skirl</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. <b>Can a girl put on a skirt that twirls? Is your birthday the first or the third? Can a girl annoy a boy?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read the tricky words <b>Mr, Mrs, looked, called, asked</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach reading the tricky words <b>Mr, Mrs, looked, called, asked</b> See instructions on p140 <a href="#">Train Your Brain Phase 5</a> .
	<b>Practise</b>	Practise reading the tricky words <b>Mr, Mrs, looked, called, asked</b> (plus any other tricky words that have been identified as needing consolidation) <a href="#">Tricky Word Trucks</a> .
	<b>Apply</b>	Read a sentence. Ask children to write the sentence on individual whiteboards. Encourage children to soundtalk. <b>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.</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning a new grapheme <b>ue</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ue</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>venue, statue, rescue, argue, platue, denue, lescue, ormue</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Read a sentence. Ask children to write on whiteboards. Encourage children to soundtalk. <b>Can you argue with a statue? You need to queue until the bus is due. Is it true that you can get blue glue?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on the assessment sheet.
Friday	<b>Introduce</b>	We are learning a new grapheme <b>aw</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>aw</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>claw, yawn, shawl, drawer, plaw, gawn, thawl, strawer</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Children read sentences on cards. Encourage children to soundtalk. <b>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?</b> <a href="#">Sentences</a> .

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New graphemes: wh, ph, ew, oe, au, ey

Tricky words for spelling: said, so, have, like

Monday	<b>Introduce</b>	We are learning 2 new graphemes <b>wh</b> and <b>ph</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the graphemes <b>wh</b> and <b>ph</b> . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Choose words from: <b>when, phen, which, phonics, wheck, graphics, wheel, whump, alphabet, craph, wheem, whisper, graph, braphics.</b> <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck - then all children read together. <b>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? Sentences.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning a new grapheme <b>ew</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ew</b> . 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 <b>blew</b> and <b>stew</b> .
	<b>Practise</b>	Play Countdown. Words: <b>blew, screw, nephew, threw, stew, grew, flew, drew, brew, few.</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. <b>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? Sentences.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to spell the tricky words: <b>said, so, have, like</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach spelling of the tricky words: <b>said, so, have, like</b> See instructions on p148.
	<b>Practise</b>	Practise spelling the tricky words <b>said, so, have, like</b> see p149.
	<b>Apply</b>	Read a sentence. Ask children to write on whiteboards. Encourage children to sound talk tricky words. <b>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 that this is true? Sentences.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning two new graphemes <b>oe</b> and <b>au</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the graphemes <b>oe</b> and <b>au</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>toe, goes, launch, August, poe, troes, baunch, audunk.</b> <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. <b>Can a toe be jaunty? Can a rocket launch in August? Will a haunted venue make you scream? Sentences.</b>
	<b>Assess</b>	Make notes on the assessment sheet.
Friday	<b>Introduce</b>	We are learning a new grapheme <b>ey</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Write the grapheme <b>ey</b> . Ask all children to say the phoneme and write the grapheme in the air, on each other's backs etc.
	<b>Practise</b>	Play Buried Treasure. Words: <b>donkey, jockey, turkey, trolley, tronkey, surkey, strolley, quockey.</b> <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Children read sentences on cards. <b>Can a jockey win on a donkey? Will a girl put a trolley in a turkey? Did Santa get stuck up the chimney? Sentences.</b>

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New graphemes: a\_e, e\_e, i\_e, o\_e, u\_e

Tricky words for spelling: some, come, were, there

Monday	<b>Introduce</b>	We are learning a new graphemes <b>i_e</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Introduce split digraph <b>i_e</b> – follow instructions on p135.
	<b>Practise</b>	Play Quickwrite. Words: <b>shine, slide, prize, nice, inside, invite</b> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read aloud to a partner and figure out the sentence together. Then the class read aloud together. <b>Will you invite me inside? Can a slide shine all the time? Is it time to get my nice prize yet?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning a new grapheme <b>o_e</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Introduce split digraph <b>o_e</b> – follow instructions on p135.
	<b>Practise</b>	Play Buried Treasure. Words: <b>whole, chole, explode, strome, aclose alone</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. Children read the sentence independently in their heads and raise their hands when they have worked out what it says. Read out loud as a class. <b>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?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are teaching spelling the tricky words <b>some, come, were, there</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach spelling of the tricky words <b>some, come, were, there</b> . See instructions on p148.
	<b>Practise</b>	Practise spelling the tricky words <b>some, come, were, there</b> . See instructions on p149.
	<b>Apply</b>	Read a sentence. Ask children to write on whiteboards. Encourage children to soundtalk. <b>Some dolphins come home to sleep. Were there lots of donkeys on the beach? Were there some turkeys on the lawn?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning the new grapheme <b>a_e</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Introduce split digraph <b>a_e</b> – follow instructions on p135.
	<b>Practise</b>	Play Buried Treasure. Words: <b>shake, inflape, invade, plame, trake, amaze</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Hold up sentence on card or whiteboard Ask children to read the sentence to a partner and figure out together what the sentence says. Ask one pair to read the sentence aloud to the whole class and ask the rest of the class to give a thumbs up if they feel the pair read the sentence correctly. <b>It will amaze me if you can escape from this maze. When the Romans came to invade they made long roads. Can a snake have a race with a whale in a lake?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on the assessment sheet.
Friday	<b>Introduce</b>	We are learning 2 new graphemes <b>u_e</b> and <b>e_e</b> .
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Introduce the split digraphs <b>u_e</b> and <b>e_e</b> .
	<b>Practise</b>	Play Buried Treasure. Words: <b>prune, glute, complete, sheme, extreme, clube</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Apply</b>	Children read sentences on cards. Encourage children to soundtalk. <b>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?</b> <a href="#">Sentences</a> .
	<b>Assess</b>	Make notes on the assessment sheet.

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