

Alternative pronunciations: i, o, c, g, u

Tricky words for spelling: little, one, do, when, what, out

Monday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>i</b> grapheme.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>i</b> grapheme. See p136 in Letters and Sounds. Practise sorting words into lists by the way the <b>i</b> grapheme is pronounced. Words: <b>tin, pin, his, milk, link, mild, wild, blind, behind, remind</b> . <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>The wild child did a trick. You will find a big stick behind the tree. Remind me to stick things in my mind.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>o</b> grapheme.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>o</b> grapheme. See p136 Practise sorting words into lists by the way the <b>o</b> grapheme is pronounced. Words: <b>hot, spot, shock, clock, golf, so, don't, gold, both, hold</b> . <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentence on card or whiteboard. All children read silently inside heads and raise their hands when they have worked it out. Class reads the sentence aloud. <b>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.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to spell the tricky words: <b>little, one, do, when, what, out</b> .
	<b>Revisit</b>	Revise blending to read Phase 4 words – play Buried Treasure – using a mixture of Phase 4 words. <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
	<b>Teach</b>	Teach spelling the tricky words: <b>little, one, do, when, what, out</b> . See instructions on p148.
	<b>Practise</b>	Practise spelling the tricky words: <b>little, one, do, when, what, out</b> .
	<b>Apply</b>	Practise writing the sentence: <b>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?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>g</b> and <b>c</b> graphemes.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>g</b> and <b>c</b> grapheme. See p136 Practise sorting words into lists by the way the <b>g</b> and <b>c</b> graphemes are pronounced. Words: <b>gap, gas, pig, plug, golf, gent, ginger, magic, danger, germ, cat, crisp, coat, curls, clock, cell, acid, success, accent, ice</b> . <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentence on card or whiteboard. Give all children a moment to read the sentence in their heads then choose one child to read the sentence out loud. Make a point of praising children for trying out one pronunciation of a word, deciding it isn't right and trying another pronunciation. <b>Can you cycle and cling on to a clock? Can an accent bring success? Can you grow ginger in a magic garden?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>u</b> grapheme.
	<b>Revisit</b>	Revise segmenting to spell Phase 4 words – play Quickwrite using any Phase 4 words that need more practise. <a href="#">Rocket Rescue</a> , <a href="#">Space Race</a> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>u</b> grapheme. See p136 Practise sorting words into lists by the way the <b>u</b> grapheme is pronounced. Words: <b>plug, hump, but, gust, under, unit, unicorn, music, tuba, stupid, pull, bull, pudding, full, awful</b> . <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentence on card or whiteboard Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>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 fun for a duck to use a computer?</b>
	<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.

Alternative pronunciations: ow, ie, ea, er

Tricky words for spelling: water, where, who, again, thought, through, work, mouse

Monday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>ow</b> grapheme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>little, one, do</b> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>ow</b> grapheme. See p136. Practise sorting words into lists by the way the <b>ow</b> grapheme is pronounced. Words: <b>cow, owl, brown, crown, frown, low, bowl, snow, window, show</b> .
	<b>Practise</b>	<b>Acorn Adventures</b> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>Is a brown owl at the window? Did the cow put his food in a bowl? Can a shadow be brown?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>ie</b> grapheme.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>ie</b> grapheme. See p136. Practise sorting words into lists by the way the <b>ie</b> grapheme is pronounced. Words: <b>pie, fried, cried, denied, replied, chief, thief, shield, belief, shriek</b> .
	<b>Practise</b>	<b>Acorn Adventures</b> .
	<b>Apply</b>	Hold up sentences on cards or whiteboards. All children read silently inside heads and raise their hands when they have worked it out. Class reads the sentence aloud. <b>Will a chief shriek with relief in a field? A thief cried and denied his crime. A priest and a chief ate fried pies.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read the tricky words: <b>water, where, who, again, thought, through, work, mouse</b> .
	<b>Revisit</b>	Revise blending to read Phase 4 words – Play Buried Treasure using a mixture of Phase 4 words. <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b> .
	<b>Teach</b>	Teach reading the tricky words <b>water, where, who, again, thought, through, work, mouse</b> . See instructions on p118.
	<b>Practise</b>	Practise reading the above words: <b>water, where, who, again, thought, through, work, mouse</b> .
	<b>Apply</b>	Hold up sentences on cards or whiteboards. Give all children a moment to read the sentence in their heads then choose one child to read the sentence out loud. Make a point of praising children for trying out one pronunciation of a word, deciding it isn't right and trying another pronunciation. <b>Who thought they saw a mouse swimming through the water again? Where do you work? Where is the little mouse who likes to splash?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>ea</b> graphemes.
	<b>Revisit</b>	Practise GPCs particularly any that assessments showed children struggling with. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b> . Practise spelling the words: <b>when, what, out</b> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>ea</b> grapheme. See p136. Practise sorting words into lists by the way the <b>ea</b> grapheme is pronounced. Words: <b>sea, meat, treat, steam, repeat, head, deaf, bread, feather, instead</b> . <b>Acorn Adventures</b> .
	<b>Practise</b>	<b>Acorn Adventures</b> .
	<b>Apply</b>	Hold up sentence on card or whiteboard Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>Is bread a treat or do you dread it? Will a deaf cat bleat to get treats? Can reading a book freak you out?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>er</b> grapheme.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Quickwrite Graphemes <b>Flashcards: Speed Trial</b> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>er</b> grapheme. See p136. Practise sorting words into lists by the way the <b>er</b> grapheme is pronounced. Words: <b>letter, hammer, ladder, feather, boxer, herbs, stern, jerk, germ, her</b> .
	<b>Practise</b>	<b>Acorn Adventures</b> .
	<b>Apply</b>	Hold up sentence on card or whiteboard All children read silently inside heads and raise their hands when they have worked it out. Class reads the sentence aloud. <b>Can a farmer grow herbs? Did a boxer hit a fern with a hammer? Can a stern rocker get up a ladder?</b>
	<b>Assess</b>	Make notes on assessment sheet.

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Alternative pronunciations: a, y, ch, ou

Tricky words for spelling: many, laughed, because, different, any, eyes, friends, once, please

Monday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>a</b> grapheme.
	<b>Revisit</b>	Practise reading tricky words: <b>water, where, who, again, thought, through, work, mouse.</b>
	<b>Teach</b>	Teach alternative pronunciations for the <b>a</b> grapheme. Sort words into lists by the way the <b>a</b> grapheme is pronounced.
	<b>Practise</b>	Words: <b>hat, splash, band, laptop, grand, bacon, apron, angel, apricot, bagel, fast, bath, grass, after, path, was, what, squad, want, wander.</b> <a href="#">Acorn Adventures</a> .
	<b>Apply</b>	Hold up sentences on cards or whiteboards. Give all children a moment to read the sentence in their heads then choose one child to read the sentence out loud. Make a point of praising children for trying out one pronunciation of a word, deciding it isn't right and trying another pronunciation. <b>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?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>y</b> grapheme.
	<b>Revisit</b>	Practise GPCs. Particularly ones from Phase 5a. Play Flashcards <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>y</b> grapheme. Practise sorting words into lists by the way the <b>y</b> grapheme is pronounced. Words: <b>yes, yell, yawn, yellow, yet, by, why, dry, reply, sky, gym, crystal, pyramid, myth, happy, funny, hairy, smelly, crunchy.</b> <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>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?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read the tricky words: <b>many, laughed, because, different, any, eyes, friends, once, please.</b>
	<b>Revisit</b>	Revise blending to read words containing the new graphemes learned in Phase 5a – play Buried Treasure using a range of Phase 5a words.
	<b>Teach</b>	Teach reading tricky words: <b>many, laughed, because, different, any, eyes, friends, once, please.</b>
	<b>Practise</b>	Practise reading tricky words: <b>many, laughed, because, different, any, eyes, friends, once, please.</b>
	<b>Apply</b>	Hold up sentences on cards or whiteboards. All children read silently inside heads and raise their hands when they have worked it out. Class reads the sentence aloud. <b>Many of my friends laughed because I wore two different shoes. I opened my eyes, laughed once and said please. I didn't want any tea because I ate too many sweets.</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>ch</b> graphemes.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> . Or practise reading the words: <b>water, where, who, again, thought, through, work, mouse.</b>
	<b>Teach</b>	Teach alternative pronunciations for the <b>ch</b> grapheme. Practise sorting words into lists by the way the <b>ch</b> grapheme is pronounced. Words: <b>church, chick, crunch, pinch, chirping, school, chemist, chord, chorus, technical, chef, chalet, brochure, machine.</b> <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentences on cards or whiteboards. Give all children a moment to read the sentence in their heads then choose one child to read the sentence out loud. Make a point of praising children for trying out one pronunciation of a word, deciding it isn't right and trying another pronunciation. <b>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?</b>
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning to explore alternative pronunciation of the <b>ou</b> grapheme.
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> .
	<b>Teach</b>	Teach alternative pronunciations for the <b>ou</b> grapheme. Practise sorting words into lists by the way the <b>ou</b> grapheme is pronounced. Words: <b>loud, proud, sound, round, mountain, you, soup, group, could, would, should, mould, shoulder, boulder.</b> <a href="#">Acorn Adventures</a> .
	<b>Practise</b>	
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back. Encourage them to discuss and figure out together any words that they find difficult. <b>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?</b>
	<b>Assess</b>	Make notes on assessment sheet.

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