

## Alternative spellings: /ai/ /c/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ai/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /ai/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used
	<b>Apply</b>	to represent the phoneme. <b>Investigating Alternative Spellings /ai/.</b>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ai/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>said, so, have, like.</b> <b>Train Your Brain Phase 4.</b>
	<b>Teach</b>	Play Word Sort as a class with /ai/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /ai/.</b>
Wednesday	<b>Apply</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ai/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, (e.g. the newly learned graphemes from Phase 5a) encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling Practise words containing the /ai/ phoneme. <b>Investigating Alternative Spellings /ai/.</b>
	<b>Practise</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>Snakes and ladders is a good game to play. If a lady, in a grey apron, is on a train that gets delayed, should she complain? Can a snail get on a plane to go away on holiday? Sentences 5c.</b>
Thursday	<b>Apply</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /c/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>some, come, were, who.</b> <b>Train Your Brain Phase 4.</b>
	<b>Teach</b>	Write the words <b>cat, lick, kit, box, school, fox, queen</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words all contain?.
	<b>Practise</b>	Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the /c/ phoneme in each word.
Friday	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>The quick fox kicks like a cat. A box of cookies is quite cool. Can a skunk quack like a duck? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ai/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /ai/ phoneme.
Friday	<b>Practise</b>	Play Quickwrite. Words: <b>make, clay, snail, eight, grey, date, tray.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /ai/ phoneme).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>I ate eight rashers of bacon today. Should you always obey and do what your mates say? How much do you think a whale's brain would weigh? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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 spellings: /ee/ /ch/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ee/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /ee/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children
	<b>Practise</b>	copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Apply</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /ee/.</b>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ee/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>said, so, have, like.</b>
	<b>Teach</b>	Play Word Sort as a class with /ee/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /ee/.</b>
Wednesday	<b>Apply</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ee/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the
	<b>Practise</b>	/ee/ phoneme. <b>Investigating Alternative Spellings /ee/.</b>
Thursday	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ee/ phoneme. <b>The chief jumped in the deep freezing sea with a squeak. He had a dream about magic beans that made him scream. The beast machine ate a feast of green peas. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ch/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>said, so, have, like.</b>
	<b>Teach</b>	Write the words <b>rich, much, future, adventure, catch, stitch</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do all of these words contain?
Friday	<b>Practise</b>	Play Countdown. Highlight the sound button that makes the /ch/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>The witch in the picture is making such a messy mixture. Watch out! The future will be such a big adventure. Can you catch the cheeky creature from the kitchen? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems.
	<b>Introduce</b>	We are learning alternative spellings for the /ee/ phoneme.
	<b>Revisit</b>	Practise reading the decodable words: <b>day, made, came, make.</b>
Friday	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words containing /ee/.
	<b>Practise</b>	Play Quickwrite. Words: <b>tree, three, steam, happy, monkey, these, chief.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /ee/ phoneme).
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ee/ phoneme. <b>The lazy donkey went to sleep on the beach. The sleepy puppy came to eat a meat treat by my feet. Maybe the thief is jolly or maybe he's mean. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems.

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ai/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Revise /ai/ phoneme – focus on whichever assessments showed to be the trickiest. Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>I can use grey clay to make a snail. The lake monster plays with a pale whale. Is it safe to paint with baked beans?</b> <a href="#">Investigating Alternative Spellings /ai/</a> , <a href="#">Sentences 5c</a> .
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Tuesday	<b>Introduce</b>	We are learning to spell the tricky words: <b>oh, their, people</b> .
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. Flashcards: Speed Trial.
	<b>Teach</b>	Teach and practise the spelling of the tricky HFW: <b>oh, their, people</b> . See Learning to spell and practising high-frequency words. p148.
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the /ee/ phoneme.
	<b>Revisit</b>	Practise reading the decodable words: <b>I'm, by, time</b> .
	<b>Teach</b>	Revise /ee/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Apply</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>She is a mean, creepy sneak. Don't steal these ice creams. The old trees creak and squeak.</b> <a href="#">Investigating Alternative Spellings /ee/</a> , <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Thursday	<b>Introduce</b>	We are learning alternative spellings for the /c/ or /ch/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Revise /c/ or /ch/ - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences.
	<b>Apply</b>	<b>This chicken quacks like a duck. The quick duck clucks like a chick. The cheeky fox is scratching and kicking.</b> <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Friday	<b>Introduce</b>	We are learning alternative spellings for the /ai/ or /ee/ phoneme.
	<b>Revisit</b>	Practise reading the decodable words: <b>I'm, by, time</b> .
	<b>Teach</b>	Revise /ai/ or /ee/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Apply</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>Can a brave puppy sail on the sea? Help me escape from these freaky dreams. Can we teach a snake to bake?</b> <a href="#">Investigating Alternative Spellings /ai/</a> , <a href="#">Investigating Alternative Spellings /ee/</a> , <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /igh/ /f/

Monday	<b>Introduce</b>	We are learning alternative spellings for the <b>/igh/</b> phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the <b>/igh/</b> phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /igh/.</b>
	<b>Apply</b>	
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/igh/</b> phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>very, I'm by time.</b>
	<b>Teach</b>	Play Word Sort as a class with <b>/igh/</b> words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /igh/.</b>
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/igh/</b> phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the <b>/igh/</b> phoneme. <b>Investigating Alternative Spellings /igh/.</b>
Thursday	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>We had a delightful time driving by my home. Can tiny mice fly and sky dive? Can a tiger be nice and kind? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/ff/</b> phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>some, come, who, were.</b>
Friday	<b>Teach</b>	Write the words <b>fix, cliff, phone, cough</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words all contain?
	<b>Practise</b>	Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the <b>/ff/</b> phoneme in each word. Point out that as <b>gh</b> only makes the <b>/ph/</b> sound in a few unusual words, it makes sense to learn these as tricky words.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>The dolphin flaps his fins. The fox huffs and puffs and coughs. Get off the phone! Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/igh/</b> phoneme.
Friday	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the <b>/igh/</b> phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>might, bright, strike, kite, behind, cried, dry, reply.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the <b>/igh/</b> phoneme).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>I might describe my eyes as light, bright and nice. I got quite a fright when she tried to fight me. Tonight, a slice of lime pie will be a delight. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /oa/ /m/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /oa/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /oa/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /oa/.</b>
	<b>Apply</b>	
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oa/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>water, where, who, again.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Play Word Sort as a class with /oa/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /oa/.</b>
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oa/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the /oa/ phoneme. <b>Investigating Alternative Spellings /oa/.</b>
Thursday	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /oa/ phoneme. <b>The old toast is as hard as stone. Will you moan if your phone is thrown out of the window? Will a bad throat or a bad toe make you croak like a toad? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /m/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>thought, through, work, mouse.</b> <b>Train Your Brain Phase 5.</b>
Friday	<b>Teach</b>	Write the words <b>mouse, summer, thumb</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do all of these words contain?
	<b>Practise</b>	Play Countdown. Highlight the sound button that makes the /m/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>A small crumb is under my thumb. Swimming makes my toes go numb. This summer, my mum met a mouse. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oa/ phoneme.
Friday	<b>Revisit</b>	Practise reading the decodable words: <b>water, where, there, again, thought, through, work, mouse.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words containing /oa/.
	<b>Practise</b>	Play Quickwrite. Words: <b>told, hold, gloat, boast, don't, won't, stone, throne, blow, snow.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /oa/ phoneme).
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /oa/ phoneme. <b>The boasting toad spoke boldly to a mole. I won't throw a stone if it is cold. Will you hold some soap, put it in a bowl or hang it on a rope? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the /igh/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /igh/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>The bright light hurts my eyes. A tiny sprite might hide behind my nice sofa. Did a fine ship, called the Titanic, hit an iceberg a long time ago?</b>
	<b>Apply</b>	<b>Investigating Alternative Spellings /igh/, Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the /ff/ or /m/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Teach or practise spelling /ff/ and /m/ words that proved tricky in previous weeks. Some possible words: <b>swimming, dolphin, crumb, feet, mouse, cough, summer, cliff.</b>
	<b>Practise</b>	
	<b>Apply</b>	
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the /oa/ phoneme.
	<b>Revisit</b>	Practise reading the words: <b>day, made, came, make, very.</b>
	<b>Teach</b>	Revise /oa/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>I froze my nose on the cold window. I broke a bone in my little toe. If you stole my phone, I would turn you into a toad. Investigating Alternative Spellings /oa/, Sentences 5c.</b>
	<b>Apply</b>	
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	
Thursday	<b>Introduce</b>	We are learning alternative spellings for the /ff/ or /m/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) particularly any that assessment showed children struggling with. <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /ff/ or /m/ - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences.
	<b>Practise</b>	<b>Most dolphins like swimming in the foaming surf. Can you use a phone with your thumbs? A frog must memorise the alphabet. Sentences 5c.</b>
	<b>Apply</b>	
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	
Friday	<b>Introduce</b>	We are learning alternative spellings for the /igh/ or /oa/ phoneme.
	<b>Revisit</b>	Practise spelling the words: <b>some, come, were, who.</b>
	<b>Teach</b>	Revise /igh/ or /oa/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences.
	<b>Apply</b>	<b>The kite floats high in the sky. Cold roast chicken pie is nice. Can an old goat ride a bike? Investigating Alternative Spellings /igh/ Investigating Alternative Spellings /oa/, Sentences 5c.</b>
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	

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## Alternative spellings: /oo/(y)/oo/ /n/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /oo/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /oo/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children
	<b>Practise</b>	copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Apply</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /oo/.</b>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oo/ phoneme.
	<b>Revisit</b>	Practise reading the decodable words: <b>old, don't.</b>
	<b>Teach</b>	Play Word Sort as a class with /oo/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /oo/.</b>
Wednesday	<b>Apply</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oo/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling Practise words containing the /oo/ phoneme. <b>Investigating Alternative Spellings /oo/.</b>
	<b>Practise</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>Can you glue a flute onto a snooker cue? I am chewing a few huge prunes and I feel foolish. I made a statue of a mule using glue, tissue and tubes. Sentences 5c.</b>
Thursday	<b>Apply</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /n/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>water, there, where, again.</b>
	<b>Teach</b>	Write the words <b>next, dinner, knee, gnome</b> on the whiteboard (you could throw in pneumonia – just for discussion - if you are feeling adventurous). Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words all contain? Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the /n/ phoneme in each word.
	<b>Practise</b>	Play Quickwrite: <b>night, gnat, knife, winning, thin, sign, line, spinning, knight, thinner</b> Highlight the sound button that makes the /n/ phoneme in each word.
Friday	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>I am winning and my knees are knocking. Knit new pants for the gnome. Can I design a nice sign? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems.
	<b>Introduce</b>	We are learning alternative spellings for the /oo/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /oo/ phoneme.
Friday	<b>Practise</b>	Play Quickwrite. Words: <b>too, drool, statue, argue, cute, huge, stew, nephew.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /oo/ phoneme).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>I flew to rescue my cute nephew. Is it true that she threw a computer across the room? A rusty screw fell out of the computer and then it blew up. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems.

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## Alternative spellings: /ow/ /ng/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ow/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /ow/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /ow/.</b>
	<b>Apply</b>	
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ow/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>thought, through, work, mouse.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Play Word Sort as a class with /ow/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /ow/.</b>
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ow/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the /ow/ phoneme. <b>Investigating Alternative Spellings /ow/.</b>
Thursday	<b>Practise</b>	Practise reading sentences that contain various spellings of the /ow/ phoneme. <b>I found out about the brown cow. A wise owl can turn its head right round. We had a row about the loud sounds.</b> <b>Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ng/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>thought, through, work, mouse.</b>
	<b>Teach</b>	Look at the words <b>wrong</b> and <b>sing</b> . Ask the children to soundtalk these words and draw sound buttons. Say the word <b>drinking</b> and ask the children to clap out the syllables. Write the two syllables separately on a whiteboard. Soundtalk each syllable and draw sound buttons. Help the children to see that the letter n at the end of the first syllable makes the /ng/ sound. Repeat with <b>stinking, blinking</b> and <b>thinker</b> . Help the children recognise that the /ng/ sound is only spelt as n in two syllable words where it is followed by the letter k.
Friday	<b>Practise</b>	Play Quickwrite: <b>bring, sinking, strong, winking, thing, conker, string, dunking, long.</b> Highlight the sound button that makes the /ng/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>The ice in my lemonade is sinking. Is that big, strong, stinking thing a skunk? She got a dunking in the swimming pool.</b> <b>Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems.
	<b>Introduce</b>	We are learning alternative spellings for the /ow/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>water, where, there, again, thought, through, work, mouse.</b>
Friday	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /ee/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>sound, brown, loud, crowd, found, owl, around, clown, pound, crown.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /ow/ phoneme).
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ow/ phoneme. <b>The cow made an astounding sound. The loud crowd made me frown. They were clowning around in the fountain in town.</b> <b>Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems.

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the /oo/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /oo/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>He blew into a tuba. The cool food needed a lot of chewing. Don't argue about the stupid statue. Investigating Alternative Spellings /oo/, Sentences 5c.</b>
	<b>Apply</b>	
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the /n/ or /ng/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Teach or practise spelling /n/ and /ng/ words that proved tricky in previous weeks. Some possible words: <b>stunning,</b>
	<b>Practise</b>	<b>nasty, sing, cling, thinking, gnome, gnat, sign, knight, string.</b>
	<b>Apply</b>	
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the /ow/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /ow/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>That owl is quite round. The brown trout flaps about. Get out of my house. Investigating Alternative Spellings /ow/, Sentences 5c.</b>
	<b>Apply</b>	
Thursday	<b>Introduce</b>	We are learning alternative spellings for the /n/ or /ng/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) particularly any that assessment showed children struggling with. <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /n/ or /ng/ - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences.
	<b>Practise</b>	<b>The singing newt is a fool. I know that the thing next to me is shrinking. The new gnome keeps winking at me. Sentences 5c.</b>
	<b>Apply</b>	
Friday	<b>Introduce</b>	We are learning alternative spellings for the /oo/ or /ow/ phoneme.
	<b>Revisit</b>	Practise spelling the words: <b>some, come, were, who.</b>
	<b>Teach</b>	Revise /oo/ or /ow/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences.
	<b>Apply</b>	<b>Wow! The fountain shoots out spouts of water. I found a few crowns deep under the ground? Will a statue argue with me if I shout at it? Investigating Alternative Spellings /oo/. Investigating Alternative Spellings /ow/, Sentences 5c.</b>
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	

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## Alternative spellings: /oi/ /r/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /oi/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a). <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /oi/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /oi/.</b>
	<b>Apply</b>	
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oi/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>many, laughed, because, different.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Play Word Sort as a class with /oi/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /oi/.</b>
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oi/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the /oi/ phoneme. <b>Investigating Alternative Spellings /oi/.</b>
Thursday	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>The boys ate oysters. Don't spoil the coil or it will not go boing. Dig deep in the soil and you might find toys or coins. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /r/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>thought, through, work, mouse.</b> <b>Train Your Brain Phase 5.</b>
Friday	<b>Teach</b>	Write the words <b>run, hurry, write</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words all contain? Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the /r/ phoneme in each word.
	<b>Practise</b>	Play Quickwrite: <b>rabbit, carry, wrap, rat, carrot, wreck, berry, rose, wrote</b> Highlight the sound button that makes the /r/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>The rascal wrote a rude note. Can you wrap up that very nice berry pie? Hurry! We need to race to the shipwreck. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oi/ phoneme.
Friday	<b>Revisit</b>	Practise reading the tricky words: <b>many, laughed, because, different, thought, through, work, mouse.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /oi/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>coin, boy, toy, oyster, boiling, spoil, enjoy, foil, poison, royal</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /oi/ phoneme).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>The boy laughed because he thought the oyster had poison in it. Do many royals enjoy going to work? Will it spoil a toy mouse if you boil it in oil? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /ar/ /s/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ar/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /ar/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children
	<b>Practise</b>	copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Apply</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /ar/.</b>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ar/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>many, laughed.</b>
	<b>Teach</b>	Play Word Sort as a class with /ar/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /ar/.</b>
Wednesday	<b>Apply</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ar/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the
	<b>Practise</b>	/ar/ phoneme. <b>Investigating Alternative Spellings /ar/.</b>
Thursday	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ar/ phoneme. <b>The palm trees sway under the stars. My arms are cold so I will put on a cardigan. His heart started pumping when he was dancing at the party in the garden. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /s/ phoneme.
	<b>Revisit</b>	Practise spelling the tricky words: <b>because, different.</b>
	<b>Teach</b>	Look at the words <b>snake, hiss, acid, scissors.</b> (you could throw in psychology and tsunami – just for discussion - if you are feeling adventurous). Ask the children to soundtalk these words and draw sound buttons. Highlight the button that makes the /s/ phoneme in each word.
Friday	<b>Practise</b>	Play Quickwrite: <b>kissing, ice, sitting, scent, nose, December, missing, scene.</b> Highlight the sound button that makes the /s/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>My scent made the snake hiss. It will be slippery and icy in December. The nice scientist uses acid. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ar/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>many, laughed, because, different.</b>
Friday	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /ar/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>farm, calm, barn, rather, heart, are, spark, calf.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /ar/ phoneme).
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ar/ phoneme. <b>The spa makes me feel calm. That calf has done rather a lot of harm to my garden. Aren't you going to start to follow the path on the chart? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the /oi/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /oi/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>The coin was in the soil. Royals like to eat oysters. I enjoy my toys. Investigating Alternative Spellings /oi/, Sentences 5c.</b>
	<b>Apply</b>	
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /r/ or /s/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Teach or practise spelling /r/ and /s/ words that proved tricky in previous weeks. Some possible Practise words: <b>hurry, write, smile, fuss, acid, running, scissors, wreck, berry.</b>
	<b>Practise</b>	
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ar/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /ar/ phoneme – focus on whichever assessments showed to be the trickiest.
Thursday	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>Park the car under the palm trees. Can you charm a calf? The dogs bark in the park. Investigating Alternative Spellings /ow/, Sentences 5c.</b>
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /r/ or /s/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (including new ones from Phase 5a) particularly any that assessment showed children struggling with. <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
Friday	<b>Teach</b>	Revise /r/ or /s/ - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences. <b>The rapid, hissing snake spits poison. Did you see the missing coins at the shipwreck? The furry raccoon slides on ice. Sentences 5c.</b>
	<b>Practise</b>	
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /oi/ or /ar/ phoneme.
Friday	<b>Revisit</b>	Practise spelling: <b>many, laughed, because, different.</b>
	<b>Teach</b>	Revise /oi/ or /ar/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences.
	<b>Apply</b>	<b>Don't spoil the calm in the park. Wrap the almonds and oysters in foil. The boys put oil and new spark plugs in the car. Investigating Alternative Spellings /oi/ Investigating Alternative Spellings /ar/, Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /ear/ /sh/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ear/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ai/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise saying the /ear/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings</b>
	<b>Apply</b>	/ear/.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the /ear/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>any, eyes</b> .
	<b>Teach</b>	Play Word Sort as a class with /ear/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /ear/</b> .
	<b>Apply</b>	
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the /ear/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ee/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling Practise words containing the /ear/ phoneme. <b>Investigating Alternative Spellings /ear/</b> .
	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>Don't sneer at the deer with big ears. Dear Santa, will you have a big beard this year? Stay right here and don't disappear. Sentences 5c.</b>
Thursday	<b>Introduce</b>	We are learning alternative spellings for the /sh/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>friends, once, oh</b> .
	<b>Teach</b>	Write the words <b>ship, chef and tissue (some accents)</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words both contain? Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the /sh/ phoneme in each word. You may also want to look at <b>potion, explosion</b> and <b>electrician</b> but explain that these spellings of the /sh/ phoneme are not very common.
	<b>Practise</b>	Play Quickwrite: <b>shock, shower, machine, issue, rush, brochure, shell</b> , Highlight the sound button that makes the /sh/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>The chef had a shock on the ship. The machine is in a rush. She used a shocking pink tissue. Sentences 5c.</b>
Friday	<b>Introduce</b>	We are learning alternative spellings for the /ear/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>any, eyes, friends, once, oh</b> .
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /ear/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>cheer, steering, sphere, snear, fear, beard, clear, here, year</b> , Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /ear/ phoneme).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>Her friends had no fear as she was steering the racing car. Can I hear any jeering or sneering? Will you volunteer to disappear once? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /air/ /v/

Monday	<b>Introduce</b>	We are learning alternative spellings for the /air/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /air/ phoneme. Play Phoneme Spotter. Read the Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class.
	<b>Practise</b>	Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /air/.</b>
	<b>Apply</b>	<b>/air/.</b>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /air/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>please, little, one, do.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Play Word Sort as a class with /air/ words on whiteboard. Discuss which grapheme appears to be most popular.
	<b>Practise</b>	Encourage children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /air/.</b>
Wednesday	<b>Apply</b>	<b>/air/.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /air/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /igh/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Children play Word Sort in pairs. Encourage them to try to remember the Best Bet for spelling words containing the /air/ phoneme. <b>Investigating Alternative Spellings /air/.</b>
Thursday	<b>Practise</b>	Practise reading sentences that contain various spellings of the /air/ phoneme. <b>The bear stops and stares. Where are there lots of stairs? Can we sit on chairs and share some pears? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /v/ phoneme.
	<b>Revisit</b>	Practise reading the tricky words: <b>when, what, out, Mr, Mrs.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Look at the words <b>van, drive</b> and <b>give</b> Ask the children to soundtalk these words and draw sound buttons. Highlight the button that makes the /v/ phoneme in each word ( <b>drive</b> contains a split digraph, <b>give</b> doesn't.) . Ensure that children know that when words end with the /v/ phoneme, they hardly ever end in the letter <b>v</b> , instead they end in <b>ve</b> . NB: Historically, any word ending in <b>v</b> had an <b>e</b> added, even if there wasn't a split digraph. This was because in handwriting <b>v</b> and <b>u</b> looked very similar and it was felt that adding the e to words ending in <b>v</b> helped to prevent confusion between the two. This pattern stuck and now hardly any words end with the letter <b>v</b> alone. Similarly, words don't tend to contain double <b>v</b> ( <b>vv</b> ) as this looked too much like the letter <b>w</b> . N.B. In some accents words such as <b>with, mother</b> etc may be pronounced with the /v/ phoneme (e.g. 'wiv', 'muvver'). You may need to point this out to children whilst also encouraging them to take pride in their accent. Listening to other regional accents can be a fun way to introduce this.
	<b>Practise</b>	Play Quickwrite: <b>have, vixen, loaves, calves, living, vet, vole, knives, wives, waves, give, have, glove.</b> Remind children that words ending with the /v/ phoneme, hardly ever end with <b>v</b> on its own, they end with <b>ve</b> .
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>Put the viper in the van to go to the vet. The vixen lives in a hole near a vole. I have been living on loaves and liver. Sentences 5c.</b>
Friday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /air/ phoneme.
	<b>Revisit</b>	Practise reading: <b>please, little, one, do, when, what, out, Mr, Mrs.</b> <b>Train Your Brain Phase 5.</b>
	<b>Teach</b>	Ask children to remind each other of the Best Bet when spelling words with the /air/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>bear, share, care, hair, scare, where, chair, dare, there, air.</b> Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /air/ phoneme).
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /air/ phoneme. <b>Don't scare the big, hairy bear. Can a fairy be a little bit scary? Will you dare to share a chair with a pair of bears? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the <b>/ear/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/oa/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Revise <b>/ear/</b> phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>Did that deer just disappear? Do not interfere with a sharp spear. It was a clear night and they were at the end of the pier.</b>
	<b>Apply</b>	<a href="#">Investigating Alternative Spellings /ear/, Sentences 5c.</a>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are revising the spelling of the HFW words: <b>many, laughed, because, different.</b>
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. <a href="#">Flashcards: Speed Trial.</a>
	<b>Teach</b>	Teach and practise spelling: <b>many, laughed, because, different.</b>
	<b>Practise</b>	
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/air/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/oo/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Revise <b>/air/</b> phoneme – focus on whichever assessments showed to be the trickiest.
Thursday	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences. <b>It's not fair if you don't share. Will a bear hide in her lair? Do fairies have hairy, bare feet? Investigating Alternative Spellings /air/, Sentences 5c.</b>
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/sh/</b> or <b>/v/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/ow/</b> phoneme? What is the best guess for this phoneme?
Friday	<b>Teach</b>	Revise <b>/sh/</b> or <b>/v/</b> - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences.
	<b>Practise</b>	<b>Will a wave wash away a shell? Can a machine make knives that shine? Will a vixen or a vole appear in a brochure? Sentences 5c.</b>
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the <b>/ear/</b> or <b>/air/</b> phoneme.
Friday	<b>Revisit</b>	We are revising the spelling of the HFW words: <b>any, eyes, friends, once, oh.</b>
	<b>Teach</b>	Revise <b>/ear/</b> or <b>/air/</b> phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences.
	<b>Apply</b>	<b>This year Santa will bring a pair of deer. Steer the car with care. Can a fairy disappear into thin air? Investigating Alternative Spellings /ear/ Investigating Alternative Spellings /air/, Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /or/ /w/

Monday	<b>Introduce</b>	We are learning alternative spellings for the <b>/or/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/oi/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise saying the <b>/or/</b> phoneme. Play Phoneme Spotter. Read a Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class. Identify all the different graphemes that can be used to represent the phoneme. <a href="#">Investigating Alternative Spellings /or/</a> .
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the <b>/or/</b> phoneme.
	<b>Revisit</b>	Practise spelling: <b>please, little</b> .
	<b>Teach</b>	Give children <b>/or/</b> Word Sort cards. Explain that unlike most phonemes there is no clear best guess when spelling <b>/or/</b> words so instead we will have to learn when to use each spelling by training our brains. Ask children to read each word aloud and sort it by how the <b>/or/</b> sound is spelt. Can they find any patterns at all? <a href="#">Investigating Alternative Spellings /or/</a> .
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the <b>/or/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/ar/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise spelling: <b>thought, door, small, before, morning, saw, called, for, four, August</b> (HFW containing the <b>/or/</b> phoneme). Play any favourite spelling rehearsal games (e.g. Whole class Look, Say, Cover, Write, Check).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>My dog hurt his jaw and his paw this morning. In August, I saw a hawk and a small horse on my lawn. I thought I saw a crab with four claws.</b> <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Thursday	<b>Introduce</b>	We are learning alternative spellings for the <b>/w/</b> phoneme.
	<b>Revisit</b>	Practise spelling: <b>one, do</b> .
	<b>Teach</b>	Write the words <b>web</b> and <b>when</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words both contain? Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the <b>/w/</b> phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>When will the windmill go wild? Can you hear the witch whisper? Where did the wet wheels skid?</b> <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Friday	<b>Introduce</b>	We are learning alternative spellings for the <b>/or/</b> phoneme.
	<b>Revisit</b>	Practise spelling: <b>please, little, one, do</b> .
	<b>Teach</b>	Ask children to remind each other of anything they have learned about spelling words with the <b>/or/</b> phoneme.
	<b>Apply</b>	Practise writing sentences. This could be individually, in pairs, as a class or a combination of all three. <b>Look at the small door. I saw four snails before morning. I thought she called for me.</b> <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Alternative spellings: /ur/ /e/

## A note about the /ur/ phoneme

The /ur/ phoneme (as in bird, fern, earth etc) is different from the /er/ phoneme (as in letter, butter, summer.) The /er/ phoneme is not stressed. Practise saying the different sounds and if necessary, soundtalk the words whilst looking in mirrors to see and hear the difference.

Monday	<b>Introduce</b>	We are learning alternative spellings for the /ur/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the /ur/ phoneme. Play Phoneme Spotter. Read a Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class. Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /ur/.</b>
	<b>Practise</b>	
	<b>Apply</b>	
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ur/ phoneme.
	<b>Revisit</b>	Practise reading the words: <b>when, what, out, Mr, Mrs. Train Your Brain Phase 5.</b>
	<b>Teach</b>	Give children /ur/ Word Sort cards. Explain that unlike most phonemes there is no clear overall best guess when spelling /ur/ words so instead we will have to learn when to use each spelling by training our brains. Ask children to read each word aloud and sort it by how the /ur/ sound is spelt. Can they find any patterns at all? <b>Investigating Alternative Spellings /ur/.</b>
	<b>Practise</b>	
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ur/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ear/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise spelling: <b>her, were, first, work, birds, word, fur, earth, turn, skirt.</b> Play any favourite spelling rehearsal games (e.g. Whole class Look, Say, Cover, Write, Check).
Thursday	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ur/ phoneme. <b>Can birds have fur? He always turns up first for work. We were the first to think of her word. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /e/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>when, what, out, Mr, Mrs.</b>
Friday	<b>Teach</b>	Look at the words <b>red, bread</b> and <b>said.</b> Ask the children to soundtalk these words and draw sound buttons. Highlight the button that makes the /e/ phoneme in each word.
	<b>Practise</b>	Play Quickwrite: <b>went, spell, tread, ready, stretch, instead, bent, thread, desktop, dread.</b> Highlight the sound button that makes the /e/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>Don't stretch the thread. Will you dread a spelling test? Are you ready to bend your head? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /ur/ phoneme.
Friday	<b>Revisit</b>	Practise spelling: <b>because, different, laughed.</b>
	<b>Teach</b>	Ask children to remind each other of anything they have learned about spelling words with the /ur/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>her, were, first, work, birds, word, fur, earth, turn, skirt.</b> Encourage children to think about the phonemes that they can distinguish easily first.
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /ur/ phoneme. <b>Is that skirt made of fur? Her first word was 'bird'. If you work with earth you will get dirty. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the /or/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /air/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Revise /or/ phoneme – focus on whichever bits assessments showed to be the trickiest. Play Phoneme Spotter or practise spelling words or sentences. <b>I thought she was four. Come to stay for the whole of August. A cat with small paws sat by my door. Sentences 5c.</b>
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the /w/ or /e/ phoneme.
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. <b>Flashcards: Speed Trial.</b>
	<b>Teach</b>	Teach or practise spelling /w/ and /e/ words that proved tricky in previous weeks. Some possible words: <b>windmill, wheel, wet, where, bent, thread, desktop, dread.</b>
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the /ur/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /ur/ phoneme – focus on whichever bit assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter or practise spelling words or sentences. <b>Can the world burst? Will a word hurt? I wore that skirt first. Investigating Alternative Spellings /ur/. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Thursday	<b>Introduce</b>	We are learning alternative spellings for the /w/ or /e/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ai/ or /ee/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Revise /w/ or /e/ - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences.
	<b>Practise</b>	<b>Will you dread a wild spider on a web? When will all this work leave my desktop? When will the witch put a stretching spell on the wild warthog? Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Friday	<b>Introduce</b>	We are learning alternative spellings for the /or/ or /ur/ phoneme.
	<b>Revisit</b>	Practise reading the decodable words <b>house, about, here, your, saw.</b>
	<b>Teach</b>	Revise /or/ or /ur/ phoneme – focus on whichever assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter, Word Sort or practise spelling words or sentences.
	<b>Apply</b>	<b>I thought you hurt that bird. Were you born in August? This morning I heard the birds chirping. Investigating Alternative Spellings /or/ Investigating Alternative Spellings /ur/, Sentences 5c.</b>
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	

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## Alternative spellings: /er/ /i/

## A note about the /er/ phoneme

The /er/ phoneme is the sound made by a vowel in a syllable that isn't stressed. In different accents, stress can be placed on different syllables within words and therefore the /er/ sound can be found in different places. With this phoneme, you need to be particularly aware of variations in children's accents. This phoneme can be spelt in a wide variety of ways and there is no clear best guess. Many words that are difficult to spell in English are tricky because they contain this phoneme. Children will continue to learn to spell these words throughout the rest of their school days. At this stage in their learning, it is most important that they simply learn to recognise the phoneme, recognise that it can be spelt in a range of ways and begin to learn to spell some of the more common words containing the phoneme.

Monday	<b>Introduce</b>	We are learning alternative spellings for the /er/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ur/ phoneme? What is the best guess?
	<b>Teach</b>	Practise saying the /er/ phoneme. Make sure children are clear about the difference between the /er/ phoneme and the /ur/ phoneme that they have just been revising. Play Phoneme Spotter.
	<b>Practise</b>	Read a Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class. Identify all the different graphemes that can be used to represent the phoneme. Establish that there are a lot of possible graphemes for this phoneme. <a href="#">Investigating Alternative Spellings /er/</a> .
	<b>Apply</b>	Record graphemes or words that presented particular problems so that you can return to them.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the /er/ phoneme.
	<b>Revisit</b>	Look at a selection of words that contain the /er/ phoneme. Try soundtalking them and identifying where the /er/ phoneme is in the word. Establish that there are many different ways of spelling this phoneme (too many for a word sort). <a href="#">Investigating Alternative Spellings /ur/</a> .
	<b>Teach</b>	Practise reading: <b>their, people, looked, called</b> . <a href="#">Train Your Brain Phase 5</a> .
	<b>Practise</b>	
	<b>Apply</b>	
Wednesday	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are learning alternative spellings for the /er/ phoneme.
	<b>Revisit</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Teach</b>	Practise spelling: <b>water, away, over, after, the, children, garden, suddenly, dragon</b> (HFW containing the /er/ phoneme – although this may depend on accent). Play any favourite spelling rehearsal games (e.g. Whole class Look, Say, Cover, Write, Check).
	<b>Practise</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>The children played with water in the garden. Suddenly the dragon flew away. After the dragon left, the garden looked different.</b> <a href="#">Sentences 5c</a> .
Thursday	<b>Apply</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are learning alternative spellings for the /i/ phoneme.
	<b>Revisit</b>	Practise reading: <b>asked, could, should, would</b> . <a href="#">Train Your Brain Phase 5</a> .
	<b>Teach</b>	Write the words <b>tick</b> and <b>gym</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do both words contain? Ask children to soundtalk as you draw sound buttons. Highlight the button that makes the /i/ phoneme in each word.
	<b>Practise</b>	Play Quickwrite: <b>drill, gymnastics, brick, crystal, thin, pyramid, flip, mystery, cygnet, squid</b> . Highlight the sound button that makes the /i/ phoneme in each word.
Friday	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>Which squid went to the gym? Is the crystal pyramid thin? Did the cygnet skid near the river?</b> <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are learning alternative spellings for the /er/ phoneme.
	<b>Revisit</b>	Practise reading: <b>their, people, looked, called, asked, could, should, would</b> . <a href="#">Train Your Brain Ph 5</a> .
	<b>Teach</b>	Ask children to remind each other of anything they have learned about spelling the /er/ phoneme.
Friday	<b>Practise</b>	Play Quickwrite. Words: <b>water, away, over, after, the, children, garden, suddenly, dragon</b> .
	<b>Apply</b>	Practise writing sentences. This could be individually, in pairs or as a class. <b>The children sat in the garden. The dragon went away. Suddenly, it was all over.</b> <a href="#">Sentences 5c</a> .
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.

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## Alternative spellings: /er/ /i/

## A note about the /ure/ phoneme

- In many accents this phoneme is no longer used. The /ure/ phoneme sounds a bit like 'ooer'.
- If the majority of children in your class pronounce 'sure' as 'shooer', 'tour' as 'tooter' and 'poor' as 'pooer' then they do use the /ure/ phoneme and will be able to recognise it. Teach Week 27a.
- If the majority of children in your class pronounce 'sure' as 'shaw', 'tour' as 'taw' and 'poor' as 'paw' then they do not use the /ure/ phoneme and will find it impossible to recognise. It could be very confusing for the children if you try to teach them this phoneme. Teach Week 27b.
- If in doubt, teach Week 27b.
- Some children find it interesting to know that people with different accents pronounce words differently - especially if children (or teachers) in the class speak with different accents. They can have fun playing around with speaking in different accents and exploring how different people pronounce /ure/ words. However, the main aim this week is that children are simply able to say and soundtalk the words in their own accent and begin to learn to spell them.

Monday	<b>Introduce</b>	We are learning alternative spellings for the <b>/ure/</b> phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Practise saying the <b>/ure/</b> phoneme. Note that in some words it gives an 'ooer' sound (e.g. poor) while in others it is more of a 'yooer' sound (e.g. pure). Play Phoneme Spotter. Read a Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class. Identify all the different graphemes that can be used to represent the phoneme. <b>Investigating Alternative Spellings /ure/.</b>
	<b>Practise</b>	
	<b>Apply</b>	
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the <b>/ure/</b> phoneme.
	<b>Revisit</b>	Practise spelling the words: <b>their, people.</b>
	<b>Teach</b>	Give children <b>/ure/</b> Word Sort cards. Explain that unlike most phonemes there is no clear overall best guess when spelling <b>/ure/</b> words so instead we will have to learn when to use each spelling by training our brains. Ask children to read each word aloud and sort it by how the <b>/ure/</b> sound is spelt. Can they find any patterns at all? <b>Investigating Alternative Spellings /ure/.</b>
	<b>Practise</b>	
	<b>Apply</b>	
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the <b>/ure/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/ear/</b> phoneme? What is the best guess?
	<b>Teach</b>	Practise spelling: <b>poor, sure, your, moor, lure, tour, manure, tourist, cure, velour.</b> Play any favourite spelling rehearsal games (e.g. Whole class Look, Say, Cover, Write, Check).
	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences that contain various spellings of the <b>/ure/</b> phoneme. <b>Take a tour of the moor. Are you sure you will wear the velour dress? Will tourists go to see manure? Sentences 5c.</b>
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
Thursday	<b>Introduce</b>	We are learning alternative spellings for the <b>/o/</b> phoneme.
	<b>Revisit</b>	Practise spelling: <b>looked, called.</b>
	<b>Teach</b>	Look at the words <b>hot, on, pot</b> and <b>was, swan, whatever.</b> Ask the children to soundtalk these words and draw sound buttons. Highlight the button that makes the <b>/o/</b> phoneme in each word. Help children to identify that the letter 'a' makes an <b>/o/</b> sound when it comes after the <b>/w/</b> phoneme.
	<b>Practise</b>	Play Quickwrite: <b>spot, what, flopping, watch, posh, want, drop, swamp, washing, wand.</b> Highlight the sound button that makes the <b>/o/</b> phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>Watch that posh swan. Drop your washing in the swamp. Stop waving that wand. Sentences 5c.</b>
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
Friday	<b>Introduce</b>	We are learning alternative spellings for the <b>/ure/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/air/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Ask children to remind each other of anything they have learned about spelling words with the <b>/ure/</b> phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>poor, sure, your, moor, lure, tour, manure, tourist, cure, velour.</b> Encourage children to think about the phonemes that they can distinguish easily first.
	<b>Apply</b>	Practise reading sentences that contain various spellings of the <b>/ure/</b> phoneme. <b>Tourists should be sure to visit the moor. If you dig in manure, it will help your poor roses. Don't let them lure you through the manure. Sentences 5c.</b>
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.

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for children with accents that do NOT use the /ure/ phoneme Alternative spellings: /o/

Monday	<b>Introduce</b>	We are revising alternative spellings for the /or/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <b>Flashcards: Speed Trial, Flashcards: Time Challenge.</b>
	<b>Teach</b>	Revise /or/ phoneme – focus on whichever bits assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter or practise spelling words or sentences. You may choose to include words that are pronounced with the /ure/ phoneme in other accents. e.g. poor, moor, sure, insure, endure, assure, lure, manure or you may choose to stick with previously learned words.
	<b>Apply</b>	Suggested sentences: <b>In August the tourists walk on the moor. Will a dog put his paw in some horse manure? The poor crab had a fall and hurt his claw. Investigating Alternative Spellings /or/, Sentences 5c.</b>
Tuesday	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are revising alternative spellings for the /or/ phoneme.
	<b>Revisit</b>	Practise spelling the words: <b>their, people.</b>
	<b>Teach</b>	Revise spelling: <b>thought, door, small, before, morning, saw, called, for, four, August.</b> Play any favourite spelling rehearsal games (e.g. Whole class Look, Say, Cover, Write, Check).
	<b>Practise</b>	
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are practising spelling words containing the /or/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ear/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise spelling: <b>poor, sure, your.</b> Play Look Say Cover Write Check as a whole class or any other favourite spelling rehearsal games.
Thursday	<b>Practise</b>	
	<b>Apply</b>	Practise reading sentences that contain various spellings of the /or/ phoneme (pronounced as the /ure/ phoneme in other accents). <b>Take a tour of the moor. Are you sure you will wear the velour dress? Will tourists go to see manure? Sentences 5c.</b>
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are learning alternative spellings for the /o/ phoneme.
	<b>Revisit</b>	Practise spelling: <b>looked, called.</b>
Friday	<b>Teach</b>	Look at the words <b>hot, on, pot</b> and <b>was, swan, whatever.</b> Ask the children to soundtalk these words and draw sound buttons. Highlight the button that makes the /o/ phoneme in each word. Help children to identify that the letter 'a' makes an /o/ sound when it comes after the /w/ phoneme.
	<b>Practise</b>	Play Quickwrite: <b>spot, what, flopping, watch, posh, want, drop, swamp, washing, wand.</b> Highlight the sound button that makes the /o/ phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 for more support. <b>Watch that posh swan. Drop your washing in the swamp. Stop waving that wand. Sentences 5c.</b>
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.
	<b>Introduce</b>	We are learning alternative spellings for the /ure/ phoneme.
Friday	<b>Revisit</b>	Practise spelling: <b>many, laughed, because, different.</b>
	<b>Teach</b>	Ask children to remind each other of anything they have learned about spelling words with the /ure/ phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>poor, sure, your, thought, small, before, morning, saw, August, four.</b> Encourage children to think about the phonemes that they can distinguish easily first.
	<b>Apply</b>	Practise writing sentences that contain various spellings of the /or/ phoneme. <b>I saw a dog with a small paw. Can a crab have four claws? Are you sure it is August? Sentences 5c.</b>
	<b>Assess</b>	Record graphemes or words that presented particular problems so that you can return to them.

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## Revision

Monday	<b>Introduce</b>	We are learning alternative spellings for the /er/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ai/ phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Revise /er/ phoneme – focus on whichever bits assessments showed to be the trickiest.
	<b>Practise</b>	Play Phoneme Spotter or practise spelling words or sentences. <b>The children play with the dragon. The garden is suddenly looking different. Will you fly over the water today?</b>
	<b>Apply</b>	<a href="#">Investigating Alternative Spellings /er/, Sentences 5c.</a>
Tuesday	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning the spelling of the HFW words: <b>asked should, could, would.</b>
	<b>Revisit</b>	Play the game Quickwrite Graphemes to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to remember as many different spellings as possible. <a href="#">Flashcards: Speed Trial.</a>
	<b>Teach</b>	Teach spelling: <b>their, people, looked, called, asked, should, could, would.</b>
	<b>Practise</b>	
Wednesday	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /er/ phoneme.
	<b>Revisit</b>	Play the game Flashcards to practise reading GPCs that have been learned in earlier phases (particularly new ones from Phase 5a) <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
	<b>Teach</b>	Revise /er/ phoneme – focus on whichever bit assessments showed to be the trickiest.
Thursday	<b>Practise</b>	Play Phoneme Spotter or practise spelling words or sentences. <b>Can you run under water? Will a dragon splutter? Can children be louder than thunder? Investigating Alternative Spellings /er/, Sentences 5c.</b>
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	<b>Introduce</b>	We are learning alternative spellings for the /i/ or /o/ phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the /ee/ phoneme? What are the best guesses for this phoneme?
Friday	<b>Teach</b>	Revise /i/ or /o/ - focus on whichever assessments showed to be the trickiest. Practise spelling words or sentences. <b>Will a wasp go to the gym? Will a squid wear a watch in a pyramid? Will a wizard wave a wand?, Sentences 5c.</b>
	<b>Practise</b>	
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
	Friday	<b>Introduce</b>
<b>Revisit</b>		Revise the spelling of the HFW words: <b>asked, should, would, could.</b>
<b>Teach</b>		Revise /er/, /ure/ or /or/ phoneme – focus on whichever assessments showed to be the trickiest.
<b>Practise</b>		Play Phoneme Spotter, Word Sort or practise spelling words or sentences from previous plans.
<b>Apply</b>		<a href="#">Investigating Alternative Spellings /er/</a> <a href="#">Investigating Alternative Spellings /ure/</a> <a href="#">Investigating Alternative Spellings /or/, Sentences 5c.</a>
<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.	

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## Alternative spellings: /zh/ /u/

## A note about the /u/ phoneme

In many accents from the north of England, the /u/ phoneme is not used. Instead, words like up, mother, blood contain the /oo/ phoneme as in book.

## A note about the /zh/ phoneme

The /zh/ phoneme doesn't occur in many words – it is mainly in words of French origin. There is a clear best guess in terms of how to spell this phoneme itself. However words containing this phoneme often also contain other phonemes with unusual spellings. The /zh/ phoneme is revisited in Y2.

Monday	<b>Introduce</b>	We are learning alternative spellings for the <b>/zh/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/igh/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise saying the <b>/zh/</b> phoneme. Explain that this phoneme doesn't occur in many words. Play Phoneme Spotter.
	<b>Practise</b>	Read a Phoneme Spotter text as a class. Give children copies of the text in pairs and ask them to identify all the words containing today's phoneme. Share results as a class. Identify all the different graphemes that can be used to represent the phoneme.
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Tuesday	<b>Introduce</b>	We are learning alternative spellings for the <b>/zh/</b> phoneme.
	<b>Revisit</b>	Practise spelling: <b>called, asked.</b>
	<b>Teach</b>	Give children <b>/zh/</b> . Word Sort cards. Ask children to read each word aloud and sort it by how the <b>/zh/</b> sound is spelt.
	<b>Practise</b>	Ask children to identify which spelling is most common at different positions in words.
	<b>Apply</b>	
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Wednesday	<b>Introduce</b>	We are learning alternative spellings for the <b>/zh/</b> phoneme.
	<b>Revisit</b>	How many graphemes can you write down for the <b>/oa/</b> phoneme? What is the best guess for this phoneme?
	<b>Teach</b>	Practise spelling: <b>treasure, visual, television, usual, measure, casual, pleasure, beige, leisure.</b>
	<b>Practise</b>	Play any favourite spelling rehearsal games (e.g. Whole class Look, Say, Cover, Write, Check).
	<b>Apply</b>	Practise reading sentences. This could be individually, in pairs, as a class or a combination of all three. <b>Is television a great pleasure? They found too much treasure to measure. The car had luxurious beige seats. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Thursday	<b>Introduce</b>	We are learning alternative spellings for the <b>/u/</b> phoneme. Or (in the north of England) revising alternative spellings for the <b>/oo/</b> phoneme as in book.
	<b>Revisit</b>	Practise spelling: <b>could, should, would.</b>
	<b>Teach</b>	Write the words <b>up, son, come, young, does, blood</b> on the whiteboard. Ask children to read the words aloud to each other and soundtalk them. Which phoneme do these words all contain? Ask children to soundtalk each word as you draw sound buttons. Highlight the button that makes the <b>/u/</b> phoneme in each word.
	<b>Practise</b>	Play Quickwrite: <b>some, hut, nothing, mother, does, come, done, stunning.</b> Highlight the sound button that makes the <b>/u/ (or /oo/)</b> phoneme in each word.
	<b>Apply</b>	Ask children to help you write a sentence on the whiteboard. See Practising writing sentences p149 in Letters and Sounds for more support. <b>Come for a cup of tea and some buns. Does your mother look stunning today? I have done nothing fun. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.
Friday	<b>Introduce</b>	We are learning alternative spellings for the <b>/zh/</b> phoneme.
	<b>Revisit</b>	Practise spelling: <b>because, different, laughed.</b>
	<b>Teach</b>	Ask children to remind each other of anything they have learned about spelling words with the <b>/zh/</b> phoneme.
	<b>Practise</b>	Play Quickwrite. Words: <b>treasure, visual, television, usual, measure, casual, pleasure, beige, leisure.</b>
	<b>Apply</b>	Practise writing sentences. This could be individually, in pairs, as a class or a combination of all three. <b>It is a pleasure to see you. The treasure hunt was a pleasure. The beige dress was quite casual. Sentences 5c.</b>
	<b>Assess</b>	Record any graphemes or words that presented particular problems so that you can return to them later.

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**Revision**

Use this week to tackle any areas that assessments have shown to need further attention.

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