

# **Phonics Planning 3<sup>rd</sup> Edition**

## **Day-by-Day Lesson Plans based on *Letters and Sounds***

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## Author's Note

What is LCP **Phonics Planning**? It is not a phonics teaching scheme and I have assumed that your school already has such a scheme in place, for example, LCP *Phonics*. There are many other commercially produced schemes available. LCP *Phonics Planning* is a planning tool for teachers who are teaching phonics using the **Letters and Sounds** document from the DfE. It is a guide and should be used with flexibility and at a pace which is appropriate to each group or class. Everything in this book is included on the accompanying CD in <sup>®</sup>Word format, so it can be customised to suit individual requirements, teaching style, pace and the abilities of the children. Teachers can also change the size or font of the words as they desire. The CD also contains printable resources to support the activities in the planning. It includes picture cards, captions and high frequency words.

Phonics Planning was revised in 2011 with the introduction of the **Year 1 Phonics Screening Check** which prompted us to review the resource. This was not so teachers could teach to the test but to ensure the correct skills were being taught to children.

We decided to undertake another review of the document and to create a third edition of the Phonics Planning to bring it in line with the new **Primary National Curriculum for English**. The new guidance on spelling has meant many changes in the way and order in which phonics is taught. There is also more emphasis on grammar and rules taught to children. The biggest changes have occurred in Phases 5 and 6 but Phase 2 onwards have been affected.

Throughout the planning each activity refers to the page number in the *Letters and Sounds* document. It is important to note that when there is a page number for an activity, for example, teaching how to read a tricky word, the page number will show how to read an example of a tricky word but not necessarily the word from the plan. In this case the teacher should follow the principles set out in the document and apply it to the word being taught.

The Assessment at the end of each Phase has been broken down into smaller steps to help teachers assess children's learning as they go. This can help teachers to assess the children throughout each phase.

In this 3rd Edition there are new activities which are not in the *Letters and Sounds* document. In this case the activities may be followed by a reference to an Appendix which may explain a particular spelling rule or game. The appendices for each phase are at the end of each set of weekly plans. Throughout the document there are also numerous activities which require resources. Where possible these have been created for you and are included on a separate CD which you can display on an interactive whiteboard or print off to use in class. Where there is a reference to pictures, high frequency words each week and any activities involving the reading of captions or sentences you will find the resources on the CD. As I've been teaching phonics I've noticed activities from the *Letters and Sounds* document which require lots of resources and don't add very much to the learning of the children. For example, the Reading Captions – Matching exercise on *Letters and Sounds* page 66 means a teacher has to produce lots of pictures for what is essentially a quick reading exercise. I have changed this exercise so the children have to read three captions and match them to the picture. This way they get more reading practice and there are fewer resources to prepare.

In the New National Curriculum tricky words are now called 'common exception words'. In the *Letters and Sounds* document they have always been referred to as high-frequency words and tricky words so I have kept this terminology as it is but ensured all the common exception words in the New National Curriculum are included. Phase 5 and 6 originally included the 'next 200 common words in order of frequency' from page 195. I have kept most of these in (they are referred to as common words) but excluded some of the simpler words such as 'sun' and 'food' as it is assumed children will be able to spell these by Phase 5.

The **Phase 1** plan follows one Aspect a week. Almost all activities from the document are included and where they don't fit there is advice at the bottom of each Aspect plan. It is important to refer to page 5 in the **Notes & Guidance** booklet where reference is made to the fact that 'it may not be necessary to complete all seven aspects of Phase 1 before starting Phase 2'. It is also worth noting that the activities in Aspect 7 are suitable (and really useful) to use throughout Phase 2.

**Phase 2** includes teaching of letter names, children begin to match upper and lower case letters and they are taught the rules about certain spelling patterns. From Phase 2 onwards children are exposed to more 'pseudo' words which will test their decoding and blending skills. Of course this is only one part of reading and the teaching of other reading strategies alongside phonics is still vital. There is more explicit teaching of the direction across a word in English.

In **Phase 3** children will learn the alphabet, the corresponding upper and lower case letters and vowels and consonants so they can begin to learn spelling rules. The phase also includes much more explicit teaching of what a digraph is and the rules for using these. Many digraphs and all the trigraphs have moved to later phases. There is explicit teaching of identifying digraphs in words to help reading.

In **Phase 4** children will spend longer than before on adjacent consonants. They are taught to tackle words with two or three adjacent consonants and time is spent on tricky combinations of consonants such as st in 'stop' which children often spell as 'sdop'. They also learn about syllables and how these can help them segment to spell and blend for reading.

In the original *Letters and Sounds* document Phase 5 was always meant to be taught in Year 1 and Phase 6 was taught in Year 2. Assuming this is still the same I have included all content from the new National Curriculum for each year group in the relevant phase. For example, new content in Year 1 will be found in Phase 5 and new content in Year 2 will be in Phase 6. Many of the sounds and spelling rules have moved between the two phases and some have moved out of Year 2 into Key Stage 2, for example the y spelling of the i sound in 'gym' and the ly suffix.

Originally in **Phase 5** I realised that I would need to spend longer than suggested in the document in teaching alternative pronunciations and the blending and segmentation that goes with this. Therefore I extended this to week 17 of Phase 5. There are no specific activities listed in Phase 5 to practise blending for reading and segmentation for spelling one-syllable words so I suggest using activities from earlier phases. From week 18 onwards there is more teaching of grammar including the past tense and suffixes such as ing, ed, es/s and so on. In Phase 5 these are only taught where the root word doesn't change. The more detailed teaching of this including all rules and spelling patterns comes in Phase 6.

The approach for teaching suffixes in the New National Curriculum is to teach the suffixes together with particular spelling rules whereas the *Letters and Sounds* document goes through each individual suffix and addresses the spelling rules by suffix. I have tried to include both approaches to help secure the children's understanding. By the end of Phase 5 there are clear instructions in the National Curriculum on calling for pace and fluency in blending and segmenting. Time should be spent securing this before moving on to Phase 6.

**Phase 6** has changed so it now includes more teaching of new sounds and their spelling rules. Children learn that there is not always an obvious connection between the way a word is said and the way it's spelt.

There is a more in-depth look at the spelling of words with suffixes, contractions, homophones and polysyllabic words. The number of weeks' worth of planning gives teachers time to cover all activities over the year and makes allowances for festivals, topics and the other usual school activities.

I hope you find my planning useful. Any comments you have would be really helpful and should be sent to [feedback@LCP.co.uk](mailto:feedback@LCP.co.uk).

**Nicola Byrne**



## Long-Term Overview

Phase	Aspect	Activity
Phase 1	Aspect 1	<p><b>Environmental sounds</b></p> <p><i>Main purpose:</i></p> <p>To develop the children's listening skills and awareness of sounds in the environment (Tuning into sounds – TIS).            Further development of vocabulary and children's identification and recollection of difference between sounds (Listening and remembering sounds – LRS).            To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p>
Phase 1	Aspect 2	<p><b>Instrumental sounds</b></p> <p><i>Main purpose:</i></p> <p>To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).            To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).            To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).</p>
Phase 1	Aspect 3	<p><b>Body percussion</b></p> <p><i>Main purpose:</i></p> <p>To develop awareness of sounds and rhythms (Tuning into sounds – TIS).            To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS).            To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).</p>
Phase 1	Aspect 4	<p><b>Rhythm and rhyme</b></p> <p><i>Main purpose:</i></p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS).            To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS).            To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).</p>
Phase 1	Aspect 5	<p><b>Alliteration</b></p> <p><i>Main purpose:</i></p> <p>To develop understanding of alliteration (Tuning into sounds – TIS).            To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS).            To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).</p>
Phase 1	Aspect 6	<p><b>Voice sounds</b></p> <p><i>Main purpose:</i></p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS).            To explore speech sounds (Listening and remembering sounds – LRS).            To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).</p>
Phase 1	Aspect 7	<p><b>Oral blending and segmenting</b></p> <p>To develop oral blending and segmenting of sounds in words (Tuning into sounds – TIS).            To listen to phonemes within words and to remember them in the order in which they occur (Listening and remembering sounds – LRS).            To talk about the different phonemes that make up a given word (Talking about sounds – TAS).</p>

Phase	Aspect	Activity
Phase 2	Week 1	Learn that we read words in English from left to right. (Appendix 1). Learn and practise the letter/sounds <b>s a t p</b> (set 1) and practise oral blending and segmenting (p55). Blend and read the high frequency words <b>a, at, as</b> (p64) making sure they understand that words are read from left to right. Identify the name of each new letter learned. (Appendix 3).
Phase 2	Week 2	Learn that we read words in English from left to right. (Appendix 1). Learn and practise letters/sounds <b>i n m d</b> (set 2) and practise letters/sounds learned so far (p51). Identify the name of each new letter learned. (Appendix 3). Practise oral blending and segmenting (p55–6). Blend and read the high frequency words <b>is, it, in, an, l</b> (p64). Teach blending with letters (for reading) (p58). Practise blending for reading (p59).
Phase 2	Week 3	Learn and practise letters/sounds <b>g o c k</b> (set 3) and practise letters/sounds learned so far (p51). Practise oral blending and segmenting (p55–6). Read the high frequency words <b>and, on, not, into, can, no, go</b> (p64). Teach blending with letters (for reading) (p58). Practise blending for reading (p59). Teach segmentation for spelling (p61). Demonstrate reading captions using words with week 1 and 2 letters and <b>and</b> (p66–7). Identify the name of each new letter learned. (Appendix 3). Children read in the correct direction across a word.
Phase 2	Week 4	Learn and practise letters/sounds <b>e u r ck</b> (set 4) and practise letters/sounds learned so far (p51). Learn <b>ck</b> , including the rule, and practise reading words ending in <b>ck</b> . (Appendix 6). Identify the name of each new letter learned. (Appendix 3). Teach children about vowels. Practise oral blending and segmenting (p55–6). Read the high frequency words <b>to, get, got, the, put</b> (p64). Children read in the correct direction across a word. Support children in reading, and demonstrate spelling, captions using week 1 to 3 letters and high frequency words <b>and, the, to</b> (p66–7).
Phase 2	Week 5	Learn and practise letters/sounds <b>h b f</b> (set 5) and practise letters/sounds learned so far (p51). Learn <b>ff</b> , including the rule, and practise reading words ending in <b>ff</b> . (Appendix 6). Children read in the correct direction across a word. Identify the name of each new letter learned. (Appendix 3). Practise oral blending and segmenting (p55–6). Read the high frequency words <b>if, off, big, had, his, him, but, back</b> (p64). Blend for reading (p59). Segment for spelling (p61). Support children in reading and spelling captions using week 1 to 4 letters and high frequency words <b>no, go, to and, the</b> (p66–7).

Phase	Aspect	Activity
Phase 2	Week 6	<p>Learn <b>ll</b> and <b>ss</b>, including the rule, and practise reading words ending in <b>ll</b> and <b>ss</b>. (Appendix 6).            Learn and practise letters/sounds <b>l</b> (set 5) and practise letters/sounds learned so far (p51).            Identify the name of each new letter learned. (Appendix 3).            Segment for spelling (p61).            Blend and read the high frequency words <b>of, dad, mum, up</b> (p64).            Blend for reading (p59).            Support children in reading and spelling captions using week 1 to 5 letters and high frequency words <b>no, go, to and, the, to</b> (p66–7).            Children read in the correct direction across a word.            End of Phase 2 Assessment.</p>
Phase 3	Week 1	<p>Learn and practise letters/sounds <b>j v w x</b> (set 6) (p78–79).            Practise all letters/sounds learned so far.            Practise blending for reading (p85–88).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Practise reading the tricky high frequency words <b>he, we, me, be</b> (p91).</p>
Phase 3	Week 2	<p>Learn and practise letters/sounds <b>y z</b> (set 7) (p78–79).            Practise all letters/sounds learned so far.            Learn the alphabet song (Phase 3 Appendix 1)            Practise blending for reading (p85–88).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Read and write sentences using set 1 to 6 letters and <b>the, and, to, I</b>.            Teach reading the tricky words <b>will, was</b> (p91–93).</p>
Phase 3	Week 3	<p>Learn <b>zz</b> including the rule and practise reading words ending in <b>zz</b>. (Appendix 6).            Learn and practise <b>qu</b> (p81).            Practise all previously learned Grapheme-Phoneme Correspondences (GPCs).            Point to the letters in the alphabet while singing alphabet song (p80).            Practise blending for reading (p85–88).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Read and write sentences using set 1 to 6 letters and <b>so, no, go</b>.            Teach reading the high frequency words <b>are, you</b> (p91–93).            Practise reading and writing captions and sentences (p95–98).            Teach children how to find a capital letter.</p>

Phase	Aspect	Activity
Phase 3	Week 4	<p>Learn and practise letters/sounds <b>sh th</b> (voiced and unvoiced), <b>ch</b> (p81).            Practise all previously learned GPCs.            Point to the letters in the alphabet while singing alphabet song (p80).            Practise blending for reading (p85–88).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Read and write sentences using set 1 to 6 letters and <b>so, no, go, the, and, to, I</b>.            Teach reading the high frequency words <b>this, that, then, them, with, they</b> (p91–93).            Practise reading and writing captions and sentences (p95–98).            Find corresponding capital letter to any letter learned so far.</p>
Phase 3	Week 5	<p>Learn and practise letters/sound <b>ng</b> (p81).            Learn the rule about spelling words ending in <b>nk</b> (Appendix 7).            Practise all previously learned GPCs.            Learn about vowels and consonants. (Appendix 8).            Practise blending for reading (p85–88).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Teach reading the high frequency words <b>see, my</b> (p91–93).            Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 6	<p>Learn and practise letters/sounds <b>ai ee oa</b> (p81).            Teach children the rules for spelling words containing these digraphs (Appendix 9).            Practise all previously learned GPCs.            Practise blending for reading (p85–88) including spotting digraphs in texts (Appendix 9).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Teach reading the high frequency words <b>she, all</b> (p91–93).            Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 7	<p>Learn and practise letters/sounds long/short <b>oo ar or</b> (p81).            Teach children the rules for spelling words containing these digraphs (Appendix 9).            Practise all previously learned GPCs.            Practise blending for reading (p85–88).            Practise segmentation for spelling (p88–91).            Practise reading high frequency words learned so far.            Teach reading the high frequency words <b>look, for, too</b> (p91–93).            Practise reading and writing captions and sentences (p95–98).</p>

Phase	Aspect	Activity
Phase 3	Week 8	<p>Learn and practise letters/sounds <b>igh ur ow oi</b> (p81).</p> <p>Teach children the rules for spelling words containing the <b>oi</b> digraph (Appendix 9).</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85–88).</p> <p>Practise segmentation for spelling (p88–91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words <b>now, down</b> (p91–93).</p> <p>Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 9	<p>Learn about the spelling of words containing the <b>ai ee oa ow oi</b> digraphs where they end with the letter <b>l</b>.</p> <p>Learn and practise letters/sounds <b>ear er air</b> (p81).</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85–88).</p> <p>Practise segmentation for spelling (p88–91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words <b>her</b> (p91–93).</p> <p>Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 10	<p>Learn and practise letters/sound <b>ure</b> (p81).</p> <p>Learn about the spelling of words containing the digraphs that end with the <b>k</b> sound.</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85–88).</p> <p>Practise segmentation for spelling (p88–91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach how to read two-syllable words (p94).</p> <p>Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 11	<p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85–88).</p> <p>Practise segmentation for spelling (p88–91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach how to read two-syllable words (p94).</p> <p>Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 12	<p>Assess the children in small groups using the Assessment sheet on p202 and guidance on p203-207.</p>

Phase	Week	Activity
Phase 4	Week 1	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Teach and practise reading CVCC words (p111).</p> <p>Teach and practise spelling CVCC words (p112).</p> <p>Teach reading the tricky word <b>said</b> (p118) and decodable words <b>went, from</b> (p119).</p> <p>Teach spelling the tricky words <b>he, she, me, we, be</b> (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>
Phase 4	Week 2	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Teach and practise reading CCVC words (p111).</p> <p>Teach and practise spelling CCVC words (p113).</p> <p>Teach reading the tricky words <b>have, like</b> (p118) and decodable words <b>it's, just</b> (p119).</p> <p>Teach spelling the tricky words <b>was, you</b> (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>
Phase 4	Week 3	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Teach and practise reading CCVC words (p111).</p> <p>Teach and practise spelling CCVC words (p113).</p> <p>Teach reading the tricky words <b>some, come, there</b> (p119) and decodable word <b>help</b> (p119).</p> <p>Teach spelling the tricky words <b>they, are</b> (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>
Phase 4	Week 4	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Practise reading words containing two adjacent consonants (CCVCC words) (p113–115).</p> <p>Practise spelling words containing two adjacent consonants (p113–115).</p> <p>Teach reading the tricky words <b>when, what</b> (p119) and decodable word <b>children</b> (p119).</p> <p>Teach spelling the tricky words <b>my, her</b> (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>
Phase 4	Week 5	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Practise reading words containing two adjacent consonants (p113–115).</p> <p>Practise spelling words containing two adjacent consonants (p113–115).</p> <p>Teach reading the tricky words <b>were, little, one</b> (p118).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p> <p>Teach children about syllables (Phase 4 Appendix 5).</p>

Phase	Week	Activity
Phase 4	Week 6	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Practise reading words containing two or three adjacent consonants (p113–115).</p> <p>Practise spelling words containing two adjacent consonants (p113–115).</p> <p>Teach reading the tricky words <b>do</b>, <b>out*</b> (p118).</p> <p>Teach spelling the tricky word <b>all</b> (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p> <p>Reading and spelling two-syllable words (p121).</p>
Phase 4	Week 7	<p>Assess the children in small groups using the Assessment sheet on p202 and guidance on p203-207 (these assessment activities will need to be adapted to contain CCVC, CVCC, CCVCC and CCCVC words).</p>
Phase 5	Week 1	<p>Teach new graphemes for reading (p134) <b>ay</b> <b>ou</b> <b>ie</b>.</p> <p>Teach children the rule for spelling words containing <b>ay</b> (Appendix 6).</p> <p>Teach reading the tricky word <b>people</b> (p140) and decodable words <b>house</b>, <b>about</b> (p141).</p> <p>Teach reading and spelling compound words (Appendix 7).</p> <p>Teach spelling the words <b>said</b>, <b>says</b> (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p>
Phase 5	Week 2	<p>Teach new graphemes for reading (p134) <b>ea</b> <b>oy</b> <b>ir</b> <b>ue</b>.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky words <b>oh</b>, <b>their</b>, <b>by</b> (p140).</p> <p>Teach spelling the words <b>have</b>, <b>like</b> (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142 and p149).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p>
Phase 5	Week 3	<p>Teach new graphemes for reading (p134) <b>aw</b>, <b>wh</b>.</p> <p>Teach the rule for spelling words containing <b>ph</b> (Appendix 6).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky words <b>don't</b>, <b>who</b>, <b>Mr</b>, <b>Mrs</b> (p140) and decodable words <b>old</b> (p141).</p> <p>Teach spelling the words <b>some</b>, <b>come</b> (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142 and p149).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p>

\*Out' is a tricky word in Phase 4 as the 'ou' digraph has not been taught yet.

Phase	Week	Activity
Phase 5	Week 4	<p>Teach new graphemes for reading (p134) <b>oe au ew</b>.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words <b>looked, time, your, called</b> (p141).</p> <p>Teach spelling the words <b>out, made, came</b> (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142/p149).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p>
Phase 5	Week 5	<p>Teach new graphemes for reading (p134) <b>a-e e-e i-e o-e</b> (See guidance on teaching split digraphs on p135 and Phase 5 Appendix 8).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the words <b>there, here, where</b> (p148).</p> <p>Teach reading the words <b>asked, very</b> (p141).</p> <p>Practise reading and spelling polysyllabic words (p142/p149).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading sentences (p142).</p>
Phase 5	Week 6	<p>Teach new graphemes <b>u-e</b> (See guidance on teaching split digraphs on p135 and Phase 5 Appendix 8 and the rule for using the <b>oo</b> sound in Appendix 6).</p> <p>Alternative pronunciations for <b>i</b> and <b>o</b> (p136).</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).</p> <p>Teach spelling the words <b>find, mind, kind, behind</b> (p148).</p> <p>Teach reading the words <b>water, were, because</b> (p141).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142/p149).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading sentences (p142).</p>
Phase 5	Week 7	<p>Alternative pronunciations for <b>u ow</b> and <b>ie</b> (p136) and (p153).</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words <b>again, different</b> (p141).</p> <p>Teach spelling the words <b>one, make</b> (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142/ p149).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading sentences (p142).</p>

Phase	Week	Activity
Phase 5	Week 8	<p>Alternative pronunciations for <b>ea</b>, <b>a</b> and <b>y</b> (p136).            Teach reading the words <b>thought</b>, <b>any</b>, <b>saw</b> (p141).            Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).            Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.            Teach spelling the word <b>do</b> (p148).            Practise reading and spelling high frequency words (p141/p148).            Practise reading and spelling polysyllabic words (p142/p149).            Practise writing sentences (p149).            Practise reading sentences (p142).</p>
Phase 5	Week 9	<p>Alternative pronunciations for <b>ou</b> (p136).            Alternative spellings for sounds (p144 or Appendix 10 for <b>ch tch</b> rule).            Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).            Teach reading the words <b>through</b>, <b>eyes</b> (p141).            Teach spelling the words <b>what</b>, <b>please</b> (p141).            Practise reading and spelling high frequency words (p141/p148).            Practise reading and spelling polysyllabic words (p142/p149).            Teach the rule about words ending in the <b>v</b> sound (Appendix 9).</p>
Phase 5	Week 10	<p>Alternative spellings for <b>s</b> and <b>ar</b> (p144).            Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).            Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.            Teach reading the words <b>work</b>, <b>friends</b>, <b>want</b> (p141).            Teach spelling the word <b>little</b> (p141).            Practise reading and spelling high frequency words (p141/p148).            Practise reading and spelling polysyllabic words (p142/p149).</p>
Phase 5	Week 11	<p>Alternative spellings for <b>ear</b>, <b>ur</b> and <b>ai</b> (p144).            Teach spelling high frequency words <b>Mr</b>, <b>Mrs</b> (p148).            Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).            Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.            Teach reading the words <b>mouse</b>, <b>once</b>, <b>many</b> (p141).            Practise reading and spelling high frequency words (p141/p148).            Practise reading and spelling polysyllabic words (p142/p149).            Practise reading sentences (p142).</p>
Phase 5	Week 12	<p>Alternative spellings for short <b>oo</b>, <b>air</b> and <b>z</b> sounds (p144).            Teach spelling the words <b>oh</b>, <b>their</b> (p148).            Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).            Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.            Teach reading the words <b>laughed</b>, <b>over</b> (p141).            Practise reading and spelling high frequency words (p141/p148).            Practise reading and spelling polysyllabic words (p142 /p149).            Practise reading sentences (p142).</p>

Phase	Week	Activity
Phase 5	Week 13	Alternative spellings for short <i>or</i> and <i>igh</i> sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading and spelling the words <i>home</i> , <i>going</i> (p141/148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142). Practise writing sentences (p149).
Phase 5	Week 14	Alternative spellings for the <i>ee</i> sound (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word <i>people</i> (p141/p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142 /p149). Practise reading and writing sentences (p142/149).
Phase 5	Week 15	Alternative spellings for <i>oa</i> sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words <i>magic</i> , <i>school</i> (p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142).
Phase 5	Week 16	Alternative spelling for <i>sh</i> sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words <i>every</i> , <i>everyone</i> , <i>everybody</i> (p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142). Practise writing sentences (p149).
Phase 5	Week 17	Alternative spelling for the <i>sh</i> and <i>or</i> sounds (p144). Assess recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word <i>when</i> , <i>children</i> (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142/149). Practise reading and writing sentences (p142/149).

Phase	Week	Activity
Phase 5	Week 18	Teach how to add the <b>s/ es</b> suffix as plurals (p171) where the root word doesn't change (Appendix 12 and 13). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words <b>clothes, parents, know</b> (p148). Practise reading and writing sentences (p142/149).
Phase 5	Week 19	Teach how to add the <b>s/ es</b> suffix as plurals (p171) where the root word doesn't change (Appendix 12 and 13). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words <b>called, didn't, other</b> (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and writing sentences (p142/ 149).
Phase 5	Week 20	Teach how to add the <b>s/ es</b> suffix to the third person singular (Appendices 12 and 13). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words <b>asked, can't</b> (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142/149). Practise reading and writing sentences (p142/149).
Phase 5	Week 21	Teach the regular past tense (p170). Teach children how to add the <b>ed</b> suffix where the root word doesn't change. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words <b>new, our, shouted</b> (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142 /149). Practise reading and writing sentences (p142/149).
Phase 5	Week 22	Teach how to add the <b>ing</b> suffix as plurals (p171) where the root word doesn't change (see Appendices 12 and 13). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the days of the week and the words <b>tomorrow, yesterday</b> (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142 /149). Practise reading and writing sentences (p142/ 149).
Phase 5	Week 23	Teach how to add the <b>er</b> and <b>est</b> suffixes (p171) where the root word doesn't change (Appendices 12 and 13). Teach how to add the prefix <b>un</b> (Appendix 14). Practise reading and writing sentences (p142/149). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words to <b>two, has</b> (p148). Practise reading and spelling high frequency words (p141/148).
Phase 5	Week 24	Use this week to assess the children. Identify any gaps in their understanding and revisit.

Phase	Week	Activity
Phase 6	Week 1	Revise the past tense. Teach rules for adding the <b>ed</b> suffix to verbs ending in <b>e</b> (p170). Teach children long and short vowel sounds. Teach spelling polysyllabic words <b>animals, garden, another, everyone, together</b> (p176). Learn and practise spelling the common words <b>keep, last, even, before</b> (p179), introducing the children to the memory strategies used on that page.
Phase 6	Week 2	Teach how to use the suffix <b>ed</b> (p171). Learn and practise spelling of common words <b>jumped, wanted, lived, liked, pulled</b> (p179) and polysyllabic words (p176): <b>dragon, birthday, Christmas, granddad, narrator</b> .
Phase 6	Week 3	Teach how to use the suffix <b>ed</b> (p171). Teach the past tense (p170) (irregular verbs). Learn and practise spelling of common words <b>cried, stopped, thought, saw, found, fell, told, gave</b> (p179).
Phase 6	Week 4	Revise what happens to the meaning of a verb when they add the <b>ing</b> suffix. Teach how to use the suffix <b>ing</b> (p171). Learn and practise spelling of common words <b>told, cold, eye, eyes</b> (p179) and polysyllabic words (p176): <b>fishfinger, springboard, clingfilm, morning</b> .
Phase 6	Week 5	Learn and practise spelling of common words <b>something, looking, coming, thing</b> (p179). Teach spelling guideline 7 (p188). Teach how to add the <b>ing</b> suffix (p171).
Phase 6	Week 6	Learn and practise spelling the polysyllabic words <b>mystery, excited, adventure, finally</b> (p176). Teach how to add the <b>er</b> suffix (p171). Teach how to add the <b>y</b> suffix (p171).
Phase 6	Week 7	Learn and practise the spelling of common words <b>under, river, better, mother never</b> (p179). Teach how to add the <b>er</b> suffix (p171).
Phase 6	Week 8	Learn and practise spelling of common words <b>any, many, anything, anyone, anywhere</b> (p179). Learn and practise spelling of polysyllabic words <b>nightmare, nightdress, founder, autumn</b> (p176). Teach irregular comparative adjectives.
Phase 6	Week 9	Learn and practise spelling of common words <b>door, mouse, after, again</b> (p179), and polysyllabic words <b>dinosaur, suddenly, certainly, immediately</b> (p176). Teach how to add the <b>est</b> suffix (p171).
Phase 6	Week 10	Teach how to add the <b>s/es</b> suffix as plurals (p171). Teach how to add the <b>s/es</b> suffix to the third person singular. Learn and practise spelling of common words <b>would, could, should</b> (p179), and polysyllabic words <b>hairdresser, window, inside, outside, children</b> (p176).
Phase 6	Week 11	Teach spelling guideline 6 (p188). Teach children the homophones <b>there/ their/ they're</b> (Appendix 15). Teach elisions or contractions using the common words <b>that's, I've, I'll, let's, there's, he's, we're, can't, couldn't</b> (Spelling Guideline 6, p188).

Phase	Week	Activity
Phase 6	Week 12	Alternative pronunciations for <b>a</b> (p136). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Learn and practise spelling of numbers <b>zero, one, two, three, four, five, six, seven, eight, nine</b> (p179). Teach spelling guideline 2 (p187). Teach spelling guideline 3 (p187).
Phase 6	Week 13	Alternative spellings for the <b>or</b> and <b>s</b> sounds. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Learn and practise spelling of numbers <b>ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen</b> (p179). Teach spelling guideline 4 (p187).
Phase 6	Week 14	Teach alternative spellings of the <b>n,r</b> and <b>m</b> sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Learn and practise spelling of numbers <b>twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred</b> (p179).
Phase 6	Week 15	Teach alternative spellings of the <b>igh ee</b> and <b>ai</b> sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Teach children the homophones <b>see/ sea</b> (Appendix 15). Learn and practise spelling of common words <b>water, away, want, over, door</b> (p179).
Phase 6	Week 16	Learn and practise spelling of common words <b>giant, because, through, first</b> (p179). Teach alternative spellings of the <b>j</b> sound (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Teach children the homophones <b>sun/ son</b> and near homophones <b>quite/ quiet</b> (Appendix 15).
Phase 6	Week 17	Learn and practise spelling of common words <b>friends, across, really, these, baby</b> (p179). Teach new phoneme <b>zh</b> as in <b>treasure</b> (p157). Alternative spelling for the <b>sh</b> sound including words ending in <b>tion</b> (p144). Alternative pronunciations for <b>a</b> (p136). Practise recognition and recall of graphemes and different pronunciations of graphemes and spellings of phonemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Teach children the homophones <b>cheep/ cheap, know/ no</b> and <b>knew/new</b> (Appendix 15).
Phase 6	Week 18	Learn and practise spelling of common words <b>more, round, around, began</b> (p179). Teach the spellings of unstressed <b>ur</b> or <b>schwa</b> + <b>l</b> . Practise reading and spelling words with newly learned graphemes.
Phase 6	Week 19	Learn and practise spelling of common words <b>small, key, head, fast, only</b> (p179). Teach how to add the <b>ness</b> suffix (p171). Teach children the homophones <b>knight/ night</b> and near homophones <b>one/ won</b> (Appendix 15).

<b>Phase</b>	<b>Week</b>	<b>Activity</b>
Phase 6	Week 20	Learn and practise the spelling of common words <i>why, each, place, gone, use</i> (p179). Teach how to add the <i>ment</i> suffix (p171). Teach children the homophones <i>to/ too/ two</i> and <i>be/ bee</i> (Appendix 15).
Phase 6	Week 21	Learn and practise spelling of common words <i>each, once, birds, which</i> (p179). Teach how to add the <i>ful</i> suffix (p171). Teach children the homophones <i>bear/ bare</i> (Appendix 15).
Phase 6	Week 22	Learn and practise spelling of common words <i>favourite, window, floppy, plants</i> (p179). Teach children how to add the <i>less</i> suffix. Teach children the homophones <i>blew/ blue</i> (Appendix 15).
Phase 6	Week 23	Learn and practise spelling of common words <i>horse, rabbit, white, parents</i> (p179). Teach how to use a dictionary (p186). Teach children how to proofread (p185).



## Phase 1

<b>Phase 1 Aspect 1: Environmental sounds</b>			
<i>Main purpose:</i> To develop the children's listening skills and awareness of sounds in the environment. (Tuning into sounds: TIS). Further development of vocabulary and children's identification and recollection of differences between sounds. (Listening and remembering sounds: LRS). To make up simple sentences and talk in greater detail about sounds. (Talking about sounds: TAS).			
	Session 1	Session 2	Look, listen and note (Teacher/TA notes).
Mon	Listening walk preparation p9 (TIS). Children make big ears to stick on headbands. Children paint the ears and leave them to dry.	Listening walk p9 (TIS). Once the ears have dried, make the headbands and take the children on their listening walk.	<p><b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: recall sounds they have heard; discriminate between the sounds; describe the sounds they hear.</p> <p><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: describe what they see; identify the animals and imitate the sounds; add new words to their vocabulary.</p> <p><b>Talking about sounds (TAS).</b> Look, listen and note how well the children: identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about sounds; join in the activities and take turns to participate.</p>
Tue	A listening moment p9 (TIS).	Sound stories p10 (LRS). There are lots of free sound effects available online.	
Wed	Drum outdoors p9 (TIS).	Mrs Browning has a box p10 (LRS).	
Thu	Teddy is lost in the jungle p10 (TIS).	Describe and find it p11 (LRS).	
Fri	Socks and shakers p11 (TAS).	Favourite sounds p11 (TAS).	
Neither <i>Enlivening stories</i> (page 12) nor <i>Sound lotto</i> (page 10) have been included because of time constraints; however this can be played at another time in a different phase.			

<b>Phase 1 Aspect 2:</b> <b>Instrumental sounds</b> <i>Main purpose:</i> To experience and develop awareness of sounds made with instruments and noise makers. (Tuning into sounds: TIS). To listen to and appreciate the difference between sounds made with instruments. (Listening and remembering sounds: LRS). To use a wide vocabulary to talk about the sounds instruments make. (Talking about sounds: TAS).			
	Session 1	Session 2	Look, listen and note (Teacher/TA notes).
Mon	New words to old songs p15 (TIS).	Which instrument? p15 (TIS).	<b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: identify and name the instruments being played; listen and respond as the instrument is being played.  <b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: are able to remember and repeat a rhythm; discriminate and reproduce loud and quiet sounds; are able to start and stop playing at the signal.  <b>Talking about sounds (TAS).</b> Look, listen and note how well the children: choose appropriate words to describe the sounds they hear, for example, <i>loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly</i> ; match sounds to their sources; use sounds imaginatively to represent a story character; express an opinion about what they have heard.
Tue	Matching sound makers p16 (LRS).	Story sounds p17 (TAS).	
Wed	Adjust the volume p15 (TIS).	Matching sounds p16 (LRS).	
Thu	Hidden Instruments p17 (TAS).	Grandmother's footsteps p15 (TIS).	
Fri	Musical show and tell p17 (TAS).	Animal sounds p17 (TAS).	

**Phase 1 Aspect 3:****Body percussion***Main purpose:*

To develop awareness of sounds and rhythms. (Tuning into sounds: TIS).

To distinguish between sounds and to remember patterns of sound. (Listening and remembering sounds: LRS).

To talk about sounds we make with our bodies and what the sounds mean. (Talking about sounds: TAS).

	Session 1	Session 2	Look, listen and note (Teacher/TA notes).
Mon	Action songs p20 (TIS).	Follow the sound p21 (LRS).	<p><b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: produce contrasts in rhythm, speed and loudness; join in with words and actions to familiar songs; articulate words clearly; keep in time with the beat; copy the sounds and actions; make up patterns of sounds.</p> <p><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: copy a body percussion sound or pattern of sounds; identify hidden sounds; suggest ideas and create new sounds for the story.</p> <p><b>Talking about sounds (TAS).</b> Look, listen and note how well the children: use language to make different endings to the story; use a wide vocabulary to talk about the sounds they hear; group sounds according to different criteria, for example, <i>loud, quiet, slow, fast</i>.</p>
Tue	Listen to the music p20 (TIS).	Noisy Neighbour 1 p21 (LRS).	
Wed	Noisy Neighbour 2 p22 (TAS).	Roly poly p20 (TIS).	
Thu	Action songs p20 (TIS).	Words about sounds p22 (TAS).	
Fri	Read <i>The Pied Piper</i> and talk about the story.	<i>The Pied Piper</i> p23 (TAS).	

Phase 1 Aspect 4: Rhythm and rhyme			
<p><i>Main purpose:</i> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. (Tuning into sounds: TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme. (Listening and remembering sounds: LRS). To talk about words that rhyme and to produce rhyming words. (Talking about sounds: TAS). <i>Rhyming pictures available on the resources CD.</i></p>			
	Session 1	Session 2	Look, listen and note (Teacher/TA notes).
Mon	Rhyming soup p26 (TIS).	Rhyming pairs p27 (LRS).	<p><b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: understand the pattern of syllables in the words presented to them; sing or chant the rhyming string along with the adult; recognise that the words rhyme.</p> <p><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: recognise rhyming words; listen and attend to the rhyming strings.</p> <p><b>Talking about sounds (TAS).</b> Look, listen and note how well the children: generate their own rhymes; complete sentences using appropriate rhyming words; make a series of words that rhyme.</p>
Tue	Rhyming puppets p28 (TAS).	Listen to the beat p25 (TIS).	
Wed	Songs and rhymes p27 (LRS).	Odd one out p28 (TAS).	
Thu	Rhyming bingo (TIS). Follow instructions on p26 but give children one picture each.	Finish the rhyme p27 (LRS).	
Fri	I know a word p28 (TAS).	Playing with words p26 (TAS).	
The activities <i>Rhyming books</i> and <i>Learning songs and rhymes</i> (page 25) are not included in this plan as these are ongoing activities which can be continued throughout Phase 1 and beyond.			

**Phase 1 Aspect 5:****Alliteration***Main purpose:*

To develop understanding of alliteration. (Tuning into sounds: TIS).

To listen to sounds at the beginning of words and hear the differences between them. (Listening and remembering sounds: LRS).

To explore how different sounds are articulated, and to extend understanding of alliteration. (Talking about sounds: TAS).

*Pictures with the same initial sound available on the resources CD.*

	Session 1	Session 2	Look, listen and note (Teacher/TA notes).
Mon	I spy names p31 (TIS).	Tony the Train's busy day p32 (LRS).	<p><b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: identify initial sounds of words; reproduce the initial sounds clearly and recognisably; make up their own alliterative phrases.</p> <p><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: can recall the list of objects beginning with the same sound; can offer their own sets of objects and ideas to end the story; discriminate between the sounds and match to the objects correctly.</p> <p><b>Talking about sounds (TAS).</b> Look, listen and note how well the children: can articulate speech sounds clearly; select an extended range of words that start with the same sound.</p>
Tue	Sounds around p31 (TIS).	Making aliens p31 (TIS). Alien picture on resource CD.	
Wed	Musical corners p33 (LRS).	Name play p34 (TAS).	
Thu	Digging for treasure p32 (TIS).	Our sound box/bag p33 (LRS).	
Fri	Mirror play p34 (TAS).	Bertha goes to the zoo p32 (TAS).	

*Silly soup* (page 34) has not been included because of time constraints; however this can be played at another time or set up as an activity in the role-play area.

<b>Phase 1 Aspect 6:</b> <b>Voice sounds</b> <i>Main purpose:</i> To distinguish between the differences in vocal sounds, including oral blending and segmenting. (Tuning into sounds: TIS). To explore speech sounds. (Listening and remembering sounds: LRS). To talk about the different sounds that we can make with our voices. (Talking about sounds: TAS).			
	Session 1	Session 2	Look, listen and note (Teacher/TA notes).
Mon	Mouth movements and voice sounds p37 (TIS).	Making trumpets p37 (TIS).	<b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: distinguish between the sounds in vocal sounds.  <b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: sustain their listening throughout a story; listen for a target word or character and respond with an appropriate associated speech sound; remember the sound sequence and produce it when required; recognise their own and each other's voices, including a recorded voice.  <b>Talking about sounds (TAS).</b> Look, listen and note how well the children: use appropriate vocabulary to talk about different voice and speech sounds.
Tue	Chain games p38 (LRS).	Give me a sound p39 (TAS).	
Wed	Metal Mike p38 (TIS).	Target sounds p38 (LRS).	
Thu	Whose voice? p38 (LRS) linked to ICT.	Sound Lotto 2 p39 (LRS) linked to ICT.	
Fri	Sound story time p39 (TAS).	Animal noises p40 (TAS).	
<i>Watch my sounds</i> (page 39) and <i>Singing songs</i> (page 40) are not included because of time constraints; however these are activities which can be set up in the role-play area.			

<b>Phase 1 Aspect 7: Oral blending and segmenting</b>			
<i>Main purpose:</i> To develop oral blending and segmenting of sounds in words. (Tuning into sounds: TIS). To listen to phonemes within words and to remember them in the order in which they occur. (Listening and remembering sounds: LRS). To talk about the different phonemes that make up words. (Talking about sounds: TAS).			
	Session 1	Session 2	Look, listen and note (Teacher/TA notes)
Mon	Toy talk p42 (TIS).	Segmenting p43 (LRS).	<p><b>Tuning into sounds (TIS).</b> Look, listen and note how well the children: blend phonemes and recognise the whole word; say the word and identify the object; blend words that begin with the same initial phoneme.</p> <p><b>Listening and remembering sounds (LRS).</b> Look, listen and note how well the children: segment words into phonemes.</p> <p><b>Talking about sounds (TAS).</b> Look, listen and note how well the children: identify the number of phonemes that make up a given word.</p>
Tue	Cross the river p43 (TIS)	Segmenting p43 (LRS).	
Wed	Clapping sounds p42 (TIS).	Simon Says Appendix 1(TIS and LRS).	
Thu	Clapping sounds p42 (TIS). To extend this model show how to count the sounds in words p44 (TAS), then count the number of sounds they clap.	Say the sounds p44 (LRS).	
Fri	I spy p43 (TIS).	Sound police Appendix 2 (TIS).	
<p>The <i>Letters and Sounds</i> document states that 'it is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme-phoneme correspondences' (p42). The following can be done throughout the week in all sorts of activities, for example: Oral blending p42 (TIS) can be done during the register, getting ready for lunch and home-time. After some practice there is advice on page 44 about developing awareness of phonemes further. The activities from this Aspect are also really useful to continue into Phase 2.</p>			

## Phase 1 Appendices

### **Appendix 1: Simon says**

Play *Simon Says* but blend or segment the thing they should do. For example, Simon says touch your t – oe – s, toes. Simon says stand on one leg, l-e-g.

### **Appendix 2: Sound police**

Using classroom objects, sound out and blend words for the children and then say the word. Make sure you blend some correctly and some incorrectly, for example, pick up a pen and say 'p-e-n, pen' or pick up a hat and say 'h-a-t, ham'. The children have to listen carefully and if you blend one incorrectly they shout "Stop!" Then you repeat and get the blending right. This activity is more appropriate when children have had lots of experience of listening to a teacher model blending. To extend this ask the children to correct you by blending for you.