



KEY STAGE 1 PHONICS

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The current phonics practice in Key Stage 1 is as shown:

Nursery	Reception	End of Reception	Yr1 Autumn	Yr 1 Autumn/Spring	Yr1 Spring/Summer	Yr2
Reception Not on track	Yr1 Not on track	Yr 1	Yr 2 not on track. Focus on reading and spelling choices.		Yr2 Yr 3 not on track.	Yr 2 Yr 3 not on track
Set 0	Set 1	Set 2	Set 3	Set 3+ including Yr. 1 National Curriculum Statutory spelling requirement:	Set 4 Yr. 1 National Curriculum Statutory spelling requirement:	Set 5 Yr 2 National Curriculum statutory spelling requirement.
Sounds, nursery rhymes, animal sounds, letters in name	m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk	ay ee igh ow oo oo ar or air ir ou oy	ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion cious tious	Ea/ee/e/ e-e/ear/eer/ere/ ey/ie/y Oi/oy a-e/ay/ai i-e.igh, ie o-e/ow/oe/o/ u-e ue Plus plurals: inc ---oes ue, oo, ew, u aw, or, au, au Compound words ck nk kn Common exception words	Ph Wh V at the end of words -tch The sounds f/l/s/z Adding -er and -est with no changes to the root word. Adding- ing, and -ed with no changes to root word. Adding the prefix -un Common exception words	

Planning for set 0- 3 is taken from the RWI red and Yellow books.

Staff across the Key Stage have access to the resources that they need to deliver this programme:

- Large sound charts
- Large sets of sound cards for sets 1-3+
- Green and red cards

Set 3+ planning

Although children have learnt to read the alternative grapheme phoneme correspondence (GPC) through sets 2/3 in Year 1 for the phonics screening test, they need to then make more informed choices for spelling. Therefore, after the phonics reading check, staff are to look at the planning set 3+ below to check that children are applying their knowledge of GPCs. Consequently, Staff can choose which lessons are relevant for their children but need to move through the sequence of sounds in the order stated. The set 3+ planning also shows Year 1 statutory spelling objectives that fit with the teaching sequence. This is highlighted in blue writing.

Children are taught to match different GPCs together as shown on the large sound charts. They access small table top versions of the RWI cards to help them with their writing.

Words are grouped together when helping children to learn their spellings under the various GPCs. Techniques from RWI are used to help the children to sound out the word (Fred Fingers). Children are encouraged to experiment with a sound choice if they are not sure; put a ring around it and check if this looks right or not.

The best practise is seen where reading, writing and spelling is used together. Therefore, the planning shows elements of each. Books have been organised in the Key Stage 1 R and R area to support children's reading and these discrete phonics sessions.

Spellings have been suggested and teachers are to add two of the common exception words onto the list each week for their year group.

Key stage 1 phonics

Week 1 Set 3+: ea/ee E e-e ear,	Speed Sounds eer, ere				Word Time			
	Sound-	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1	Special friends ea ee	Pictures and sounds ee, ea (set 2/3)	Add ea/ee to a mix of set 3 cards. Read green cards with ee/ea.	Ch to decide which word is to go under the ee/ea heading. Try with reading then spelling.	Blending for reading sentence substitution, Paul eats peas with his meat/beans/reads/cooks/Phil Rub out one of the words in the sentence to create a new sentence.	Read word with ee and ea in them Sea seat bead read repeat least see meat meet (discuss homophones and give definitions of words to show the difference.) Free. Children to sort words out in to two columns on WBs and put sound buttons on the words.	Dictate sentence to the children using ee/ea spelling. Children to write these on WB.	
Day 2 Yr 1 National Curriculum requirement	Special friends Ea Pronounced as in egg.	Read green cards: ee/ea Read Red cards: Year 1 common exception words: Sort into categories	Review pronunciation of 'ea' as in peach, dream, meat, each, read, (present tense) Compare to head, dead, meant, instead, read (past tense) Sort into categories	As Monday with the words: read, peach, head, each.	Sentence writing: with the correct tense for ea: I had a dream about dragons I dreamt about dragons.			
Day 3	e-e	As above.	Read text with ea/ee/ spot new sound: e-e Queen Aneena	Recap on ee sound from Monday. Teach alternative spelling of 'ee' = 'e-e' p155. Blending for reading: these, Pete, even, theme, Steve, gene.	Practise spelling polysyllabic words p149: extremely, complete, Marlene.	Writing sentences p149. Pete is extremely cold.	Spelling sort: Peach Head These three	
Day 4	Special friends ear	ear- hear with your ear words: ear, hear, dear, fear, gear, near, rear, tear, year, spear.	ear	Spot in the pack	Green words: hear, dear, fear, near, year, ear Note homophone here and hear	Words from set 2/3 fire	2/3 words hear dear near year tear	Spell the same mix of words.
Day 5	Recap on the words from this week.				Set words from this week's phonics as next week's spellings using precursive handwriting: Dream, mean, steam, cream, peach, head, theme, these X2 common exception words.			

Key stage 1 phonics

Week 2 Set 3+: eer, ere	Speed Sounds				Word Time			
	Sound-	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1 Reading focus	Special friends ear eer ere	ear- hear with your ear	ear	Spot the pack	Look at alternative sounds beer, sheer, veer, career, steering, ere' p154, Blending for reading: here, mere, severe, interfere, adhere.	Words from set 2/3 goat	Focus on the dots and dashes for the words	Choose 2/3 words ear eer ere
Day 2	ie	Practise reading green words with ea, ee, e-e, ear	ie	Teach alternative spelling of 'ee' = 'ie' Blending for reading: chief, thief, field, yield, shriek, relief.	Practise spelling yield, relief, field, thief.	Reading sentences The chief shrieked.		Piece peace
Day 3	y	Green words for ear, e-e, ere	y	Teach alternative spelling of 'ee' = 'y' p155. Blending for reading: happy, very, funny, silly, merry.	Practise spelling ferry, sunny, sadly, Tony.	Writing sentences I was happy because it was sunny.		
Day 4	Oy, oi	Use set 2 word Oy- explain that 'oy' usually comes at the end of a word.	Blending for reading activity: boy, toy, joy, enjoy, royal, Roy. annoy, annoying, oyster, destroy	Use Set 3 card: Oi-Spoil the boy discuss as an alternative phone and link to the speed sounds chart. Read green words join, coin, voice	Choose to spell 3/4 words using oi sound. Children to decide if oi or oy annoy, annoying, oyster, destroy, spoil, voice, coin		Write into sentences dictated.	Oi comes in between consonants
Day 5	Spelling test of last week's words: Dream, mean, steam, cream, peach, head, theme, these X2 common exception words.			Set words from this week's phonics as next week's spellings using precursive handwriting: Here, thief, field, relief, annoy, destroy, voice, coin x2 common exception words.				

Key stage 1 phonics

Week 3 Set 3+: a-e ay ai i-e, ie, igh	Speed Sounds				Word Time				
	Sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review	
Day 1	Special friends a-e ay ai	As above. ay (may I play set 2) Make a cake (set 2) Snail in the rain set 2.	Add ay and ai into the mix.	Green word mix up and sort out a-e ay ai	Teach a-e and compare to ay Blending for reading sentence substitution p158 Came, made, make, take, game, Jane may play Rub out one of the words in the sentence to create a new sentence.	Compare the words: paid afraid made play Children to sort words out into two columns on WBs and put sound buttons on the words.	Focus on the dots and dashes for the words.	Segment spelling of shame, lame amaze snake escape and same. Dictate sentence.	Text: Drake and the snake
Day 2	ai ay a-e ey	ai ay a-e ey	Spot in the pack	Look at pronunciation of hey! What about the words: apricot, apron, native, basic, Amy Write words cat, sat, past path	Sort out words as they sound a (apple) A (as in the capital letter sound) ai ay ae ey	Polysyllabic words: Pathway : footpath, password, faster.	Children to use pre cursive handwriting to write these words in a sentence.	Special friends ai ay a-e ey	
Day 3	Special friends i-e ie	i-e	Add to pack Nice smile Choose 3 or 4 words: shine white fine hide smile nice wide like mine time	Spot the sound in the word.	Additional: kite, prize, inside, side, outside, shine.	Read other split digraph words but spot i-e ones in the pack.	Words to spell: smile white time nice	Teach alternative spelling of 'igh' = 'ie' Blending for reading: pie, lie, spied, tried, cried.	
Day 4	Special friends i-e igh	igh (fly high set 2)	Add ie igh into the mix	Compare i-e to igh read words with the sounds in them. High night bright sight	High night bright sight	Site sight Knight night Hi high	Ch to choose the correct homophone to go into sentence so it makes sense.	Choose to spell 3/4 words using i sound. Spell i-e words and igh words.	Are there any other alternatives that children can identify? E.g eye alternative spelling of 'igh' = 'y' p156. Blending for reading: by, my, reply, sky, spy, July.
Day 5	Spelling test of last week's words: Here, thief, field, relief, annoy, destroy, voice, coin x2 common exception words.				Set words from this week's phonics as next week's spellings using precursive handwriting: Night, bright, light, sight, while, time, smile, white x2 common exception words.				

Key stage 1 phonics

Week 4	Speed Sounds				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1 Text:	Special friends o-e ow	o-e (phone- home Set 3) ow- blow the snow (set 2)	o-e Spot sound in the mix.	Green cards: Home, hope, spoke, note, broke, Now blow, crow grow	Words: home, hope, rose, spoke, note, broke, stole, rope, those	Compare the words with the o Children to sort words out in to two columns on WBs and put sound buttons on the words.		Previous words: spoil made Dictation: Jane spoiled the cake she made.
Day 2 Text:	Special friends oe o	Read the text: to spot the sounds in the text with alternative spellings.		Teach o-e and compare to ow Blending for reading sentence substitution Rub out one of the words in the sentence to create a new sentence.	Teach 'oe' and talk about the letter sound 'o'. Explain that 'oe' usually goes at the end of a word. Blending for reading activity: toe, Joe, woe, foe poem,	Focus on the dots and dashes for the words	Dictation: Joe wrote a poem about snow	Segment the spelling of words Snow show poem spoke Spelling bingo
Day 3 Yr 1 National Curriculum Statutory requirement:	Plurals.	Add an s to words to make them plural unless they end in a sound that sounds like: ch/sh/zz and forms an extra syllable/beat in the word: spelt -es Primary resources website can help with resources for this: http://www.primaryresources.co.uk/english/englishA3.htm#plurals						Mixture of o-e words from Monday and Tuesday
Day 4	Plurals	Teach the children that when a word ends in 'o' such as hero and tomato it turns to oe when it's a plural. Read and spell tomatoes, goes, potatoes, heroes Primary resources website can help with resources for this						
Friday	Test children on spellings: Night, bright, light, sight, while, time, smile, white x2 common exception words.			New spellings: ropes, spoke, notes, poems stole, broke, tomatoes, heroes x2 common exception words.				

Key stage 1 phonics

Week 5 Set 3+	Speed Sounds u-e oo ew ue aw or au al our are air ear				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1 Text: Sue the Kangaroo.	Special friends u-e oo ew u (you) ue	Huge brute (set 3) Poo at the Zoo (set 2) Chew the stew (set 3) ue set 3+	Recap on the sounds in the mix- focus on ue Glue, glue, ue,	u-e words: huge tune rude huge mule brute use June dude accuse excuse. ew: flew knew grew screw Look at alternative sound you in the words computer huge, cube, use, tube, mule, computer. (reading not spelling) And ue words.	List oo,ew sounds from the text Sue the Kangaroo. .	Segment the spelling of words Huge accuse excuse grew knew	Compare the words with the oo and ue spelling Children to sort words out in to two columns on WBs and put sound buttons on the words	
Day 2	aw or au al our	Yawn at dawn (set 2) Shut the door (set 2) Paul the astronaut Set 3+	Spot the au sound in the mix with oo, ew, or	Look at the words Author, August, dinosaur, astronaut. Circle the sound	Spot in the pack with aw or au	Green cards Saw law, dawn. Crawl, paw, yawn. Compare to or: for/four sort short fork Autumn August always almost	Focus on the dots and dashes of au words.	Fred fingers to spell aw words
Day 3:	are air	<i>air (that's not fair! Set 2)</i> Care and share (Set 3)	As above.	Spot the sound in the mix with air/are: care, share, dare, square, flare, spare, Clare, software, bare airport, fairground	Blending for reading sentence substitution: Clare had a fair share of square cake. Rub out one of the words in the sentence to create a new sentence.	Children to sort words out in to two columns on WBs and put sound buttons on the words. Clare fair share dare chair hair Read word: pair and pear (revisit homophones)	Mixture of split digraphs to read from last 2 weeks.	Segment the spelling of words Share Care Square dare
Day 4 Yr 1 National Curriculum statutory	Compound words- two words joined together. Each part of the longer word is spelt as it would on its own.		Lots of activities on Twinkl: Play online game to show what a compound word is. Match 2 images together to make a compound word. Match 2 words together to make a compound word.		Football, playground, farmyard, bedroom, blackberry.	Play a random mix up game to make silly compound words.		
Day 5	Spellings to be tested : ropes, spoke, notes, poems stole, broke, tomatoes, heroes x2 common exception words				New spellings: August, author, always, almost, cube, huge, square, spare x2 common exception words.			

Week 6 Set 3+	Speed Sounds				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1 Yr 1 National curriculum statutory requirement	K Using the K for the /k/ sound	K kangaroo	Kent, sketch, kit, skin, frisky The /k/ sound is spelt as K rather than C before e, i, and y.					
Day 2	ck							
Day 3:	kn							
Day 4 Yr 1 National curriculum statutory requirement	nk		Bank, think, honk, sunk The n sound spelt n before k					
Day 5	August, author, always, almost, cube, huge, square, spare x2 common exception words.			New spellings: skin, sketch, black, blank, sunk, think, know, knew, x2 common exception words.				

Key stage 1 phonics

Week 1 Set 4	Speed Sounds Ph, wh, v, -tch				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1 Yr 1 NC: statutory requirement	Ph	Find in the mix.	Teach 'ph' and compare to 'f'. Blending for reading activity: dolphin, alphabet, elephant, phonics, phantom, Philip.	Circle the sound in the word.	Segmentation for spelling activity: phonics, phantom, Philippa, dolphin, elephant, alphabet.	Match words with a picture to help with understanding.	The f sound is not usually spelt ph oin short everyday words: fat, full, fun dictate words to play bingo.	Look at division of words into syllables: Pocket Rabbit carrot thunder sunset
Day 2 Yr 1 NC: statutory requirement	wh	wh' and compare to 'h'. Look at card: twirl and whirl you can hear the w	Read words where the w is evident: whisper, where, what, when, which,	Compare this to how these words sound: who, whole, whom	Segmentation for spelling activity: who, whole, whom	Practise writing questions with the sentence starter: who.....	As above.	
Day 3: Yr 1 NC: statutory requirement	v		Read the v sound at the end of words Have live hive dive give Words in English hardly ever end in a v so an e is added.	Children to make a list of words that have the cv sound at the end: five, survive, thrive,				
Day 4 Yr 1 National Curriculum statutory	-tch		Read the words: catch, fetch, kitchen, notch, hutch Circle the sound in the word. Play bingo.		This sound is spelt tch if it comes straight after a single vowel letter: catch, fetch, kitchen, notch, hutch	Exceptions: rich which has such same sound different spellings	catch, fetch, kitchen, notch, hutch, watch	Dictate: watch the rabbit with a carrot in the hutch. Swap nouns to create new sentences.
Day 5	skin, sketch, black, blank, sunk, think, know, knew, x2 common exception words.				New spellings: elephant, alphabet, who, whole, have, five, catch, fetch x2 common exception words.			

Week 2 Set 4 Suffixes: er and est	Speed Sounds				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1 Yr 1 NC: statutory requirement	The sounds f/l/s/z/and k spelt ff/ll/ss/zz/and ck if they come straight after a single vowel letter in short words : off, well, miss, bus			Exceptions if, pal, bus, yes				
Day 2 Yr 1 NC: statutory requirement	-er	Introduce the word suffix: Er	Read examples of -er words. Spot in a mix of words.	Introduce the term antonym Children to match the antonyms with the -er spellings. Colder/ hotter Longer/shorter	Explain how -er words are comparatives word. Make sentence strips to create compound sentences using but or than Ice cream is colder than jelly Spain is warm but Italy is warmer.			
Day 3: Yr 1 NC: statutory requirement	-er		Recap on -er suffix. Reads examples: grander, kinder, warmer Read compound sentences with the er suffix.		Develop a table to show comparative words that are useful in science or maths: Eg: temperature: hotter colder Weight, height, speed, length, time, thickness.			
Day 4 Yr 1 National Curriculum statutory	-est		Explore the suffix -est and explain how this is a superlative. Greatest (the best) Josh is great at swimming, Ali is greater than Josh. Tom is the greatest. Look at shades of meaning and play with other examples.		Add examples to the chart from yesterday Hotter hottest			
Day 5			New spellings: elephant, alphabet, who, whole, have, five, catch, fetch x2 common exception words.		New spellings: Spell root words and develop est er endings.			

Week 3 set 4 suffixes: ing, er, est	Speed Sounds				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1		Adding the ending –ing and –ed where no change is needed to the root word.		Read the words: hunting, hunted, buzzing and buzzed jumping and jumped	Spell the words hunting, hunted, buzzing and buzzed jumping and jumped	Children to sort into 2 categories and explain what the present and past tense is.	Write the sentences: Jane is jumping Jane Jumped. Children to recognise which is in the past and which is in the present.	
Day 2		Rehearse past and present tense through the use of ed and ing. Reading sentences, creating sentences						
Day 3/4	-ing, -ed – er	Read words: hunted hunting and hunter. Buzzed, buzzing, buzzer.		Explore the terms verbs and nouns. Look at how –er creates a noun ed and ing are verbs dependent on a subject: The door bell buzzed. The door bell is buzzing The buzzer is loud.		Verb tense agreement sentences. Like before: use hunter Hunted and hunting.		
Day 5	Spellings: Spell root words and develop est er endings.			New spellings: common exception words.				

Week 4 set 4 prefix un-	Speed Sounds				Word Time			
	sound	Say the sound	Read the sound	Review the sound	spell the words	Review the words	Writing assessment	Spell review
Day 1	Recap on the term antonym. Give children root words can children give the opposite? https://www.twinkl.co.uk/resource/t-l-2545-using-the-prefix-un-teaching-powerpoint	Explore unusual examples: unload, unfair, unlock undecided. https://www.twinkl.co.uk/resource/t-m-3083-opposites-using-the-prefix-un-matching-cards		Can the children explain how the prefix un-changes the meaning of words.				
Day 2	https://www.twinkl.co.uk/resource/t-l-5520-writing-un-words-differentiated-activity-sheets Write comparative compound sentences: Jane was happy but Dave was unhappy.							
Day 3	Formulate question words with spellings from set 3+ who, what where. Use question marks.							

Key stage 1 phonics

Set 5 Week 1	Revisit and Review	Teach	Practise	Apply
Day 1 year 2 NC Statutory spelling requirement	Rehearse GCP choices for the sound: ea/ee/ e-e Children to read words and then. these, Pete, even, theme, Steve, gene	Review spelling of 'j' as in jet, jaguar, Jim. Teach alternative spelling of 'j', 'dge' p154 (L&S) Explain that this only goes in the middle or at the end of a word, not at the beginning. Practise blending for reading: fudge, sledge, badger, ledge, lodge, podgy.	Practise spelling polysyllabic words p149: dodging, badger, hedges, lodger.	Writing sentences p149. The badger is in the hedge.
Day 2	Practise reading green words with ea, ee, e-e these, Pete, even, theme, Steve, gene	Teach alternative spelling of 'j', 'g' p154: gym, gentle, gem giraffe energy	Phoneme spotter p145 'j'.	Best bet p147.
Day 3	Teach alternative spelling of 'ee' = 'y' p155. Blending for reading: happy, very, funny, silly, merry.	Review spelling of 's' as in sit, sand, sick. Teach alternative spelling of 's' = 'st' p154. Explain that this usually in the middle of a word. Blending for reading: listen, whistle, castle, rustle, Christmas.	Practise spelling polysyllabic words p149: jostle, bristle, glisten, wrestling.	Reading sentences p142: Listen to the Christmas songs. Circle silent letters in sentence above.
Day 4 year 2 NC Statutory spelling requirement	Dictated examples for the alternative ea/ee/e-e/ y spellings. Ch to circle the sound. Does it look correct? If not make an informed choice	The Z sound in the words: television, treasure, usual, Teach alternative spelling of 's' = 'se' p154. Blending for reading: house, grease, purse, grouse, loose, mouse.	Practise spelling crease, horse, grouse, cease.	Writing sentences p149. There is a mouse in the house.
Fri	Common exception words		Set spellings for next week: sledge, hedge, badger, Christmas, whistle, listen, television, treasure x2 common exception words.	

Key stage 1 phonics

Set 5 Week 2	Revisit and Review	Teach	Practise	Apply
Day 1 year 2 NC Statutory spelling requirement	Rehearse GCP choices for the sound: ie i-e Children to read words and then write dictated examples. Circle the sound. Does it look correct? If not make an informed choice.	The s sound spelt c before e, i and y. Children to read the words: race, ice, cell, city, cycle, fancy, bicycle. Remind children of the word homophone when looking at sell and cell.	Children to write words under the correct heading s or c grapheme. T to read out the words for children to choose the correct column: sell, sand, cycle, sort, city, race.	Check spellings and children to play again in pairs.
Day 2	As above: ie as in I sound: Cried died, vs chief, thief as in the ea sound.	Read the words, Charlotte, Christmas, candle, chef, chalet, cheat. What do the children notice about the sounds that ch make? Group words accordingly.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box for each of the 'ch' phonemes: chord, chalet, machine, school.	Reading sentences p142. Chris and Chloe go to school.
Day 3 year 2 NC Statutory spelling requirement	Phoneme sort for ie, i-e, igh sounds	Review spelling of 'n' as in net, span, need. Teach alternative spelling of 'n' = 'gn' p154. Blending for reading: gnat, gnaw, sign, resign, gnome.	Practise spelling polysyllabic words p149: gnawing, resigned, sign-language.	Reading sentences p142. The gnome resigned from his job.
Day 4 year 2 NC Statutory spelling requirement	Mixed words to read with the ea/ee/ie/i-e spellings. Green cards.	Teach alternative spelling of 'n' = 'kn' p154. Explain that this spelling is always at the start of a word. Blending for reading: knit, knob, knew, knife, knock.	Practise spelling polysyllabic words p149: knitting, knocking, knife-block.	Writing sentence p149. I was knitting and there was a knock at the door.
Fri	Spellings: sledge, hedge, badger, Christmas, whistle, listen, television, treasure x2 common exception words	Set spellings for next week: city, bicycle, race, gnat, gnome, knew, knife, knock, X2 common exception words		

Key stage 1 phonics

Set 5 Week 3	Revisit and Review	Teach	Practise	Apply
Day 1 <small>(Yr 2 NC statutory spelling)</small>	Rehearse GCP choices for the sound: oi oy Children to read words and then write dictated examples. Circle the sound. Does it look correct? If not make an informed choice.	Teach how the a spelling after a 'w' or a 'qu' sounds like an o as in hot: want, watch, wander. Squash, quantity. Read the words correctly	Place the words incorrectly spelt onto the board: wotch children to correct.	Place the correct letters for the words in the wrong order. Children are to unscramble them.
Day 2 <small>(YR 2 NC statutory spelling)</small>	Read green cards: ur nurse with a purse and er better letter	Review spelling of 'ur' as in surf, turn. Practise all spellings of 'ur' = 'or' p155. Blending for reading: word, world, worse, worm, work, worship.	Practise spelling worth, work, worse, world.	Phoneme spotter p145 'ur'.
Day 3 <small>(YR 2 NC statutory spelling)</small>	Common exception words to read.x10	Teach how some words are spelt or after a w: work, word, worm, world, worth. Some are spelt ar after a w: War, ward, warm, towards Children to read these words and sort out according to spelling.	Practise making words with war—or wor---	Write words into sentence: warm weather moved towards the south.
Day 4 <small>(YR 2 NC statutory spelling)</small>	Revise the ay sound with various GCPs: a-e ay, ai Green cards and then ch to choose which heading to put words under.	Teach the spelling of the r sound spelt wr at the beginning of words. Write, written, wrote, wrong, wrap.	Explore the verb tense agreements when writing: write, written and wrote. Jane wrote a note to Tom. Jane has written a note to Tom. Jane writes a note to Tom. Jane is writing a not to Tom.	Children to apply verb tense agreement using the subjects: Andy and Ali and the verb to write.
Fri	Spellings: city, bicycle, race, gnat, gnome, knew, knife, knock, x2 common exception words		Practise new spellings in sentence using pre cursive handwriting Television, treasure, worth, worse, worship, noise, please, browse, 2 common exception words.	

Key stage 1 phonics

Set 5 Week 4	Revisit and Review	Teach	Practise	Apply
Day 1	Rehearse GCP choices for the sound: o-e, o, ow Children to read words and then write dictated examples. Circle the sound. Does it look correct? If not make an informed choice	Teach alternative spelling of 'ur' = 'ear' p155. Not to be confused with hear with your ear. Ur sound and ear spelling. Blending for reading: learn, pearl, earth, earn, early.	Practise spelling polysyllabic words p149: earnest, rehearsal, search-light.	Best bet p147 'ur'.
Day 2 (Yr 2 NC statutory spelling)	Read green cards: o-e, o, ow	Teach the U sound spelt with O: Other mother brother nothing Monday. Blend for reading sentences with the word in.	Practise spelling other, mother, brother, nothing, Monday.	Dictation: mother, brother and look also at Common Exception word father- only one r.
Day 3 (Yr 2 NC statutory spelling)	Common exception words to read.x10	Revise the I sound when spelt with a y Cry fly, dry, reply, July. Introduce turning nouns into plural by turning the y into i and adding -ies. Read the words: babies, stories, flies, tries, replies, carries	Practise turning singular nouns into plurals by following the rule- turn y into i add es. Baby--- Babies.	Independent close procedure.
Day 4 (Yr 2 NC statutory spelling)	Revise the ay sound with various GCPs: o-e, o, ow Green cards and then ch to choose which heading to put words under.	Consolidate plurals word from Wednesday.	Read passage with words spelt incorrectly for plurals eg babys instead of babies children to spot mistakes and correct	
Fri	Spelling test: Television, treasure, worth, worse, worship, noise, please, browse, x2 common exception words		New spellings in sentences using pre cursive handwriting: warm, learn, earth, early, could, should, would, stories, x2 common exception words.	

Key stage 1 phonics

Set 5 Week 5	Revisit and Review	Teach	Practise	Apply
Day 1 (Yr 2 NC statutory spelling)	Turn nouns ending in y into plurals: ies Penny Baby Army City	Teach 'ey' and compare to 'ee'. Explain this usually goes at the end of a word. Blending for reading activity: money, donkey, turkey, jockey, valley, trolley. Teach the plural for the i sound ending in an 'ey' just add s : keys, monkey, donkey, valley, chimneys.	Segmentation for spelling activity: chimney, cockney, monkey, donkey, turkey, money.	Reading sentences p142. The monkey is on the chimney.
Day 2 (Yr 2 NC statutory spelling)	Read green cards: aw, or, au, ou	Contractions: the apostrophe shows where a letter has been omitted. Write full version on card: cannot- fold over the middle section of the card so that they can see that letters have disappeared. Teach this by writing full versions and omitting letters.	Match full versions of the word to the contracted version. Examples from Primary resources. Games/sheets/PP.	Children to write a formal and informal sentence using the full version of the word cannot and the contracted version: can't.
Day 3 (Yr 2 NC statutory spelling)	Common exception words to read.x10	Read contracted words. Look at the difference with it's- it's raining= it is raining Or it's been raining= it has been. It's is not used the possessive. The dog likes its bone.	Consolidate the ch understanding of it's used in different sentences dictated.	Read sentences that include contractions and orally re tell in a formal way and visa versa.
Day 4 (Yr 2 NC statutory spelling)	Revise the ay sound with various GCPs: aw, or, au, ou Green cards and then ch to choose which heading to put words under.	The possessive apostrophe (singular nouns) Identify the subject in the sentence and the object. Ravi has a ball----- Ravi's ball. Children to annotate sentences with verb and subject	Children are to take their sentences and are to write the shortened version using possessive apostrophe:	
Day 5	Spelling test: warm, learn, earth, early, could, should, would, stories, x2 common exception words		New spellings: donkey, money, chimney, can't, won't, don't. wouldn't. shan't x2 CEW	

Set 5 week 6	Revisit and Review	Teach	Practise	Apply
Day 1	Rehearse GCP choices for the sound: u-e oo ew Children to read words and then write dictated examples. Circle the sound. Does it look correct? If not make an informed choice	Review pronunciation of 'er' as in hammer, water, summer. Teach alternative pronunciation of 'er' p136. Make cards for the words her, stern, herbs, jerk, servant, fern.	Practise spelling polysyllabic words 149: servant, jerky, herbal, sternum.	Reading sentences p142. Put the herbs in a bigger pan.
Day 2	Read green cards: K, ck, kn, nk: skin, sketch, black, blank, sunk, think, know, knew	Teach reading polysyllabic words using words with alternative pronunciations of 'er': water, herbal, Oliver, servant, bigger, farmer, letter.	Using a format similar to Best bet p147, ask children to listen to the words, write and sort them into the correct phoneme box: herd, fern, hotter, letter.	Writing sentences p149. Oliver is bigger than her.
Day 3 (Yr 2 NC statutory spelling)	Spell words with the k, ck, kn, nk sounds: skin, sketch, black, blank, sunk, think, know, knew	Revise the terms antonym and the term suffix and comparative- er Greatest greater Coldest colder Tallest taller Children to develop a list that could be used in Science or maths: temperature, height, weight, depth, speed, thickness, colour.	Read compound sentences that have a comparison: Spain is warm but Italy is warmer. Mrs Moon is older than Mr Moon.	Write compound sentences using the conjunctions: but or than.
Day 4 (Yr 2 NC statutory spelling)	Play a game of antonym tennis.	Teach 'er' suffix which changes a verb into a noun (usually a person) i.e. read/reader, run/runner, teach/teacher. What other examples can they think of?	Investigate spelling rules for adding 'er' to a verb to make a noun p189–90.	Do Add race activity p173, for words with 'er' suffix.
Day 5	Spelling test: spellings: donkey, money, chimney, can't, won't, don't, wouldn't, shan't x2 CEW		New spellings in sentences using pre cursive handwriting: Hammer, water, summer, servant, bigger, farmer, letter, coldest, x2 CEW	

Set 5 Week 7	Revisit and Review	Teach	Practise	Apply
Day 1	Play a game to explore antonyms.	<p>Explore the suffix -est and explain how this is a superlative.</p> <p>Greatest (the best) Josh is great at swimming, Ali is greater than Josh. Tom is the greatest.</p> <p>Look at shades of meaning and play with other examples.</p>	<p>(SPAG focus- verb agreements)</p> <p>Within sentences, children are to choose the correct ending for the root verb- est or er depending on what is being compared.</p> <p>E.g: Tim is the tallest/taller person in the class.</p>	Can children use the alternative word in their own sentences? Eg use the sentence Tim is the tallest person in the class and change it to use the word taller e.g: Tim is taller than Ali.
Day 2	<p>Revise the rules for adding- ing to words that end in an e:</p> <p>Drop the e and add -ing for a word with a consonant before it: Caring, sharing, writing.</p>	<p>Explore what happens when adding different suffixes; -ing, -ed, -er</p> <p>Hiking, hiked, hiker,</p> <p>Nice, nicest, nicer.</p> <p>Exception: being.</p>	See Twinkl example	
Day 3 (Yr 2 NC Statutory Spelling)	<p>Read could, would, should.</p> <p>Practise using these as question words. (question mark evidence)</p>	<p>Investigate what happens to the spelling of the root word when adding 'ed'. See p189–90 for the rules.</p> <p>Revise what happens to words ending in a y- add ied (like with plural work in week 4)</p>	Do Word sort activity p172, using words with the 'ed' suffix.	Do Add race activity p173, using words with the 'ed' suffix.
Day 4	Green cards -ire	<p>Why ohY!</p> <p>Investigate how root verbs that end in a y drop the y and add an i when adding the suffixes: -ed, -er –est</p> <p>Copied, copier, happier, happiest, cried, replied.</p> <p>Exceptions: skiing, taxiing</p>	See Twinkl examples	
Day 5	Spellings: Hammer, water, summer, servant, bigger, farmer, letter, coldest, x2 CEW		New spellings:	

Key stage 1 phonics

Set 5 Week 8	Revisit and Review	Teach	practise	Apply
Day 1 (Yr 2 NC Statutory Spelling)	Practise spelling could, couldn't, would, wouldn't, should, shouldn't.	Children make their own rules for turning regular verbs into past tense. Make sure the children are clear that they are changing the verb tense and not just adding 'ed'. Similarly make sure the children understand that you add 'ed' to a regular verb regardless of the pronunciation of the 'ed' suffix.	Do Word sort activity p172, but sort the words into different pronunciations of the 'ed' suffix: wanted, liked, looked, roasted, pulled, smiled.	Play Words in words p175, using words from examples on p191 using 'ed' suffix.
Day 2 (Yr 2 NC Statutory Spelling)	Green words: are, air	Use a text with lots of past tense (regular ed spellings at this point not irregular) and model converting it to the present tense.	Give the children a text with lots of past tense and ask them to convert it to the present tense. See Appendix	Do Learning words Routine B activity p182, using the words jumped, cried, stopped.
Day 3 (Yr 2 NC Statutory Spelling)	Practise adding ing to verbs including those that end in an e.	<p>Rehearse short vowel sounds: a e i o u. Teach how to add -ing, to words of one syllable ending in a consonant letter after the vowel. Clap the words: hop, pat, hum, drum, fat, run. Now read the endings for hop—hopping, hopped Repeat with pat, hum etc What happens to the spelling? Draw attention to double consonants. Teach the spelling of present tense verbs</p> <p>Patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny,</p> <p>The exception is the letter x. It is never doubled: mixing, mixed, boxer, sixes.</p>	Present children with the root words. In groups, children are to add the different suffixes and check the spellings.	Explore hoping and hopping and apply into sentences to show the difference.
Day 4	As a class read aloud a section of a text with lots of contractions. Children to spot them in the text and discuss tenses.	Complete simple table for past and present tenses. Hopped hopping	<p>Write examples of these verbs in the present tense with the auxiliary verb: I am</p> <p>I am running</p> <p>I am hopping</p>	<p>What auxiliary verb is used in the future tense;</p> <p>To be/will</p> <p>I will be running in a marathon.</p> <p>I am going to run in a marathon.</p>
Day 5	Hammer, water, summer, servant, bigger, farmer, letter, coldest, x2 CEW		New spellings: patting, patted, humming, hummed, dropping, dropped x2 CEW	

Key stage 1 phonics

Set 5 Week 8	Revisit and Review	Teach	Practise	Apply
Day 1 (Quick spellings of ed words where word end in a y and add ied Copied, cried, replied	Review verbs where adding the 'ed' doesn't work. Teach these as irregular verbs: see/saw, say/said, have/had, am/was, etc.. Can they find any more examples of these?	Model reading a text written in the past tense and show the children how to identify the irregular verbs in the past tense.	Ask children to explain the difference between a regular and irregular verb, giving examples
Day 2 (Yr 2 NC Statutory Spelling)	Revise -tch words T his sound is spelt tch if it comes straight after a single vowel letter: catch, fetch, kitchen, notch, hutch	Match verbs in the present tense to those in the past tense but are irregular: wrote--- writing Sang--- singing. Twinkl example.	Do Learning words Routine B p182, using the words caught, thought, wrote, sang, swam and some of the common words.	Apply into sentences that are grammatically correct and spelt correctly.
Day 3 (Yr 2 NC Statutory Spelling)	Past tense cricket! Line children up. 'Bowl' a word at the child in the present tense, they are to 'throw it back' in the past tense Switch after 10 children and give words in the present tense to swap into the past tense. Switch after 10 children bowl and irregular verb at a child e.g to write in the past tense is: wrote.		Edit tenses that are incorrect: Who catched the ball?	Apply in sentences.
Day 4	Green words for -tious and -cious	Revise commands and questions Sort sentences into commands and questions and circle the tense: Who caught the ball? Don't catch the ball.	Use cards (Twinkl) to write the irregular verb terms as questions and regular verb terms to write commands.	
Day 5	New spellings: patting, patted, humming, hummed, dropping, dropped x2 CEW		New spellings: caught, thought, wrote, sang, swam, drew, saw, blew, x2 CEW	

Key stage 1 phonics

Set 5 Week 9	Revisit and Review	Teach	Practise	Apply
Day 1	Common exception words.	<p>Children in groups are to sort word according to their suffixes: -ful, -ment, -less.</p> <p>Look up two examples of each in a dictionary to find out how the meaning of the root word changes.</p> <p>Noun suffixes</p> <p>-ment = the condition of: punishment, merriment, treatment</p> <p>-ness= state of being: happiness, careless, penniless.</p> <p>adjective suffixes:</p> <p>-ful= notable for: thankful, grateful, playful</p>	<p>Present children with a few examples model how to write a definition:</p> <p>To play= playful meaning: the mood that you are in.</p> <p>I am in a playful mood.</p> <p>Enjoy= the condition of (current state): enjoyment.</p> <p>The trip gave us lots of enjoyment.</p>	Children to rotate around tables to write sentences for each of the suffixes.
Day 2 (Yr 2 NC Statutory Spelling)	Common exception words.	<p>Explore the spelling of words when suffixes are added.</p> <p>Present children with root words where they end in a consonant. The suffix is simply just added: sad+ness</p> <p>Enjoyment, careful, playful.</p> <p>Exceptions:</p> <ol style="list-style-type: none"> 1. argument 2. root words ending in y that have a consonant before it but only in words of more than one syllable: merry= merriment, happy=happiness, penny= penniless, plenty, happily. 	Present with root words and add suffixes to them..	Dictate sentences.
Day 3 (Yr 2 NC Statutory Spelling)	Homophone match.	<p>Identify parts of a sentence:</p> <p>Determiner: The/A/an</p> <p>Noun (subject) Car</p> <p>Verb: Raced</p> <p>Adverb: Quickly.</p> <p>Discuss the roll of an adverb and what it does to the meaning of the noun and verb.</p> <p>Model labelling parts of a sentence</p>	<p>Annotate parts of sentences to show each section- D= determiner N, V, Ad</p> <p>Children to practise with examples.</p>	<p>Focus on one sentence. How does changing the adverb change the meaning of a sentence?</p> <p>The masked singer sang softly</p> <p>The masked singer sand badly.</p>
Day 4		<p>To choose appropriate adjectives to match sentence agreement:</p> <p>Present children with bad examples of adverb choices e.g: the car zoomed down the road slowly. Explore why this does not work.</p> <p>Present children with different verbs on sheets. They are to annotate these with different adverbs.</p>	Children are to work in pairs to orally say sentences with appropriate adverbs in them.	
Day 5	Spellings: caught, thought, wrote, sang, swam, drew, saw, blew x2 CEW		New spellings: quickly, carefully, swiftly, gently, softly, beautifully, proudly, thoughtfully. Ch to apply these adverbs to last weeks spellings!	

Key stage 1 phonics

Set 5 Week 10	Revisit and Review	Teach	Practise	Apply																																				
Day 1 (Yr 2 NC Statutory Spelling)	Wa sound that often sounds like wo/ wur Water, worth, want, wander, worm, world, war, warm.	The 'or' sound is usually spelt as an a before l and ll All, ball, walk, talk, always.	Common exception words read	Common exception words spell																																				
Day 2 (Yr 2 NC Statutory Spelling)	Green words: igh	Words ending in -il Pencil, fossil, nostril The l or el sound for nouns that end in al: hospital, pedal, capital, animal, metal. Many more adjectives end in al than nouns: nocturnal	Common exception words read	Common exception words spell																																				
Day 3 (Yr 2 NC Statutory Spelling)	Read words where the w is evident: whisper, where, what, when, which, Explore the word: something not somethink.	The -el spelling is much less common than -le. The el spelling is used after m,n, r,s,v,w and more often than not after s. Camel, tunnel, squirrel, travel, towel, tinsel. The -le spelling is the most common spelling for this sound at the end of words: Table, apple, bottle, little, middle.	TES example: circle the correct spelling for the words that end in -el, -al, -le Is it -le -el or -al ? A helpful tip: If the letter before the suffix is a tall or long letter (bdfghjklptv) then the ending is normally -le. If it is a small letter (acemnoruvwxyz) then the ending is usually -el or -al Circle the correct spelling of each word <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>tickal</td><td>tickle</td><td>tickeL</td></tr> <tr><td>nocturnal</td><td>nocturnle</td><td>nocturnel</td></tr> <tr><td>hotal</td><td>hotle</td><td>hotel</td></tr> <tr><td>barral</td><td>barlle</td><td>barrel</td></tr> <tr><td>abal</td><td>able</td><td>abel</td></tr> <tr><td>littal</td><td>little</td><td>ittel</td></tr> <tr><td>capital</td><td>capitle</td><td>capitel</td></tr> <tr><td>channal</td><td>channle</td><td>channel</td></tr> <tr><td>petal</td><td>petle</td><td>petel</td></tr> <tr><td>squirral</td><td>squirle</td><td>squirrel</td></tr> <tr><td>bottal</td><td>bottle</td><td>bottel</td></tr> <tr><td>tunnal</td><td>tunle</td><td>tunnel</td></tr> </table> <p>Can you think of 5 more words with each ending?</p>	tickal	tickle	tickeL	nocturnal	nocturnle	nocturnel	hotal	hotle	hotel	barral	barlle	barrel	abal	able	abel	littal	little	ittel	capital	capitle	capitel	channal	channle	channel	petal	petle	petel	squirral	squirle	squirrel	bottal	bottle	bottel	tunnal	tunle	tunnel	
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squirral	squirle	squirrel																																						
bottal	bottle	bottel																																						
tunnal	tunle	tunnel																																						
Day 4	Plurals ies.	Words ending in -tion Station, fiction, motion, national, section.	Review of the week.																																					
Day 5	Spellings: caught quickly, thought carefully, wrote thoughtfully, sang softly , swam swiftly, drew beautifully, blew gently, proudly x2 CEW		New spellings:																																					