



Smart Kids

Letters and Sounds



The Code

Reception - Year 1

teacher guidance

phonic progressions

teaching sessions

daily lesson plans



a complete systematic synthetic phonics programme



This progression assumes six week half terms

PHASE 2 RECEPTION AUTUMN 1st HALF	CVC Words. Words with 's' added to the end (hats). New letter-sounds: <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss</i> Tricky words: is, the, no, go, I, to, into, his, has, as, put, of	1 2 3
	PHASE 3a RECEPTION AUTUMN 2nd HALF	4 5
	PHASE 3b RECEPTION SPRING 1st HALF	6 7
PHASE 3c RECEPTION SPRING 2nd HALF	CVC Words and longer words with double letters (rabbit). Revisit: All Phase 2 & 3 graphemes Tricky words: are	Revisit Review Revise
PHASE 4a RECEPTION SUMMER 1st HALF	Adjacent consonants and polysyllabic words. CVCC, CCVC, CCVCC, CCCVCC Tricky words: there, so, were, like, have, what, do, come, some	8
PHASE 4b RECEPTION SUMMER 2nd HALF	Word ending: -est, -ing, -ed (sounds like 'd', 't', 'id'), -er, -tch, -y, -ey, -ve, -le Tricky words: one, love, out, about, today, says	9
PHASE 5a YEAR 1 AUTUMN 1st HALF	Revisit: Phases 2, 3 & 4 New spellings: <i>ou, ea, ie, ir, oy, ay, ey, aw, ue, wh, ph, ew, oe, au</i> Tricky words: here, your, asked, people, oh, Mr, Mrs, Ms, their	10 11
PHASE 5b YEAR 1 AUTUMN 2nd HALF	New spellings: <i>a-e, e-e, i-e, o-e, u-e</i> Alternative pronunciations: <i>c, g, ch, y, a, e, i, o, u, ea, ie, er, ow, ou, ey</i> Tricky words: our, water, want, could, would, should	New Phoneme: zh (-s-, -ge) 12 13
PHASE 5c YEAR 1 SPRING 1st HALF	Alternative spellings: <i>s, z, ch, sh, ng, zh, v, k, j, h, l, r, n, m</i> Tricky words: once, again, different, school	14
PHASE 5d YEAR 1 SPRING 2nd HALF	Alternative spellings: <i>ai, ee, igh, oa, oi, ow</i> Tricky words: eye, house, mouse, hour, shoe, improve, move, through, two, beautiful	15
SUMMER 1st HALF	Phonic Screening Check Review - No new GPCs or tricky words	
PHASE 5e YEAR 1 SUMMER 2nd HALF	Alternative spellings: <i>oo, oo, yoo, e, i, air, ar, ear, or, ur</i> Tricky words: friend, any, many, busy, pretty, where, parent, laugh, thought, call, work	16 17

Contents

Introduction	2
Daily phonics lessons / Core phonics teaching sessions	2
Revisit letter-sound recognition and recall	2
Teach letter recognition and recall for a new letter-sound (GPC)	3
Introduce blending for reading	4
Teach blending for reading (words using previously learnt graphemes)	4
Teach blending for reading (words using a new grapheme)	4
Introduce tricky words	4
Teach how to spell tricky words	5
Teach segmenting for spelling	5
Segmenting for spelling activities	6
Assessment	7
Individual keep-up lessons - Oral blending	8
Individual keep-up lessons - Blending for reading	8
Individual keep-up lesson - Letter-sound recognition	9
Teach the alphabet song	10
Teach the letter names	10
Practise letter names and capital letters	10
Introduce digraphs	10
Introduce two-syllable words for reading	10
Introduce reading and writing captions	11
Introduce capital letters and full stops (reading and writing sentences)	11
Introduce words that end 's	11
Fully decodable matched readers	12
Assessment & Individual keep-up lessons - Segmenting for spelling	13
Phase 2 phonic progression	13
Phase 2 daily/weekly lesson plans	14-19
Phase 3 phonic progression	20
Phase 3 daily/weekly lesson plans	21-27
Blending for reading CVCC, CCVC& CCCVC words	28
Phase 4a phonic progression	29
Phase 4a daily/weekly lesson plans	30-33
Introduce an alternative spelling/grapheme for a previously learnt phoneme	34
Introduce word endings	35
Teach alternative pronunciations of grapheme -ed	35
Phase 4b phonic progression	35
Phase 4a daily/weekly lesson plan (example)	36
Phase 5a & 5b phonic progression	37
Phase 5c,5d, 5e phonic progression	38
Phase 5a daily/weekly lesson plan (example)	39
Blending and segmenting one-to-one and group activities	40
Training	41

Introduction

Smart Kids Letters and Sounds is a complete phonics resource to support children. It presents systematic, synthetic phonic work as the prime approach to decoding print. Daily teaching sessions teach the main grapheme-phoneme correspondences (GPCs) of English (the alphabetic principle) in a clearly defined, incremental sequence and begin by introducing a defined group of GPCs that enable children to read and spell many words early on. Children progressing from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English, learning to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word.

Daily phonics lessons

Phonics lessons build from 10-minute lessons, with additional daily oral blending games, to full-length 30-minute lessons as quickly as possible.

Children should sit all together on the carpet close to the teacher for direct teaching and at a table on a chair when practising segmenting for spelling and applying in writing.

Core phonics teaching sessions

Introduce: New learning. Objectives and criteria for success.

Revisit: Letter recognition and recall for previously learnt letter-sounds (GPCs).

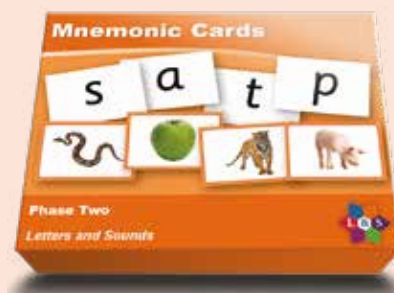
Teach: Letter recognition and recall for new letter-sounds (GPCs) / tricky words.

Practise: Blending for reading and/or segmenting for spelling as appropriate.

Apply: Read or write a caption or sentence using previously learnt GPCs and tricky words.

Revisit letter-sound recognition and recall

1. Hold up the letter side of the mnemonic cards that the children have learned, one at a time.
2. Ask the children, in chorus, to say the letter-sound (phoneme).
3. If children need support, turn the card over to show the mnemonic.
4. As the children become familiar with the letters, increase the speed of presentation so that the children learn to respond quickly and recognise taught GPCs 'at a glance'.



mnemonic cards phase 2 Code: LT14

Hear it

1. Display the picture side of the mnemonic card.
2. Say the **pure** sound, saying the mnemonic at the end (e.g. **sssss snake**)
3. If any children in the room have names with the sound in them, say their names, accentuating the sound.
4. Do the same with other words (e.g. **ssssand, bussss**).

See it

5. Show the grapheme side of the card. Draw the letter formation over the grapheme as you say the letter formation.
6. Show the picture side of the card and write **s** next to the snake and say **sssss**.

Pure Sounds

Pronounce each letter sound clearly and distinctly without adding additional sounds to the end e.g.

sss not 'suh.'

fff not 'fuh.'

t not 'tuh.'

p not 'puh.'

mmm not 'muh.'

Say it

7. Ask the children to repeat **sssssssss**. Ensure children pronounce the **pure** sound.
8. Point to the snake and say **sssssnake** and to the **s** and say **sssssss**.
9. Repeat with the children joining in.
10. Put the card behind your back and explain that when you show the snake side of the card, the children should say **snake** and when you show the **s** side of the card, they should say **s**.

Write it

11. Ask the children to put their 'writing finger' or 'pencil' in the air and follow you in making the shape, also saying the letter formation. Repeat two times.
12. Ask them to do the same again, either tracing **s** in front of them on the carpet or sitting in a line and tracing **s** on the back of the child in front.

Practise: Later, at their desks, children write **s** on whiteboards or paper.



Letter recognition and recall activity:

1. Using a wall frieze, ask the children to tell you the sound of the letter as you point to them randomly.
2. As the children become more familiar with the letters, increase the speed of the presentation



LT32 Phase 2 Flash Cards
 LT33 Phase 3 Flash Cards
 LT34 Phase 4 Flash Cards
 LT35 Phase 5 Flash Cards
 LT36 Phase 5b Flash Cards

Introduce blending for reading

Follow the procedure below starting with CV words **it**, **at**. Progress to CVC words.

Teach blending for reading (words using previously learnt graphemes)

1. Display a word without the sound buttons. If the word includes a digraph (two letters that make one sound), ask the children to say the digraph sound then point to it.
2. Point to each grapheme from left to right as you say the pure sound (sound-talk) and then blend to read the word.
3. Repeat with more words, but ask the children to sound-talk with you, then say the word.
4. Ask the children to sound-talk more words **without** you, then blend to read. Ensure children are using pure sounds.

Teach blending for reading (words using a new grapheme)

1. Display a word with the focus grapheme and point to the sound button under each grapheme from left to right as you say the pure sound (sound-talk).
2. Repeat, but ask the children to sound-talk the word with you, then blend to read word. Repeat with more words.
3. Shuffle cards then repeat, but ask the children to sound-talk the word **without** you, then blend to read word.

Introduce tricky words

1. Explain that there are some words that have a tricky part.
 2. Write the caption **Sam is at a mat** on the whiteboard, pointing to each word, then point to the word '**is**' and read it again.
 3. Write '**is**' on the whiteboard.
 4. Draw children's attention to the letter-sound correspondence (GPC) that they already know (i in is).
 5. Discuss the tricky bits of the word (e.g. in '**s**' does not make the same sound for /s/ that we have learnt).
 6. Read the word a couple more times. Encourage children to read the word and refer to it regularly throughout the day.
- Note: When teaching the word **the** put a line under the '**th**' to show it makes one sound.



Teach how to spell tricky words

1. Write the word to be learned on the whiteboard and check that everyone can read it.
2. Say a sentence using the word.
3. Draw children's attention to the letter-sound correspondence (GPC) that they already know and discuss the tricky part of the word.
4. Sound-talk the word raising a finger for each phoneme.
5. Discuss the letters required for each phoneme, using letter names.
6. Ask the children to trace the shape of the letters on their raised fingers.

Practise: Use the same sequence of instructions with children at their desks as they write the word or use magnetic letters as appropriate.

Remember to always use pure sounds e.g. sss not 'suh.'



Resources - Teach

- Large two-phoneme or three-phoneme frame drawn on a magnetic whiteboard
- Selection of magnetic letters (e.g. sets 1 and 2 letters) displayed on a whiteboard
- List of words (visible only to the teacher) taken from list on page 1.

Resources - Practise

- Small phoneme frames, each with a selection of magnetic letters,

Teach segmenting for spelling

It is helpful to explain to children that segmenting a spoken word into a written word is the opposite of blending a written word into a spoken word. The following lesson will require building over a few days. Children should be able to spell VC words before moving on to spell CVC words. This same method is used to teach CCVC etc. words in Phases 4 and 5.

1. Say a VC word (e.g. at) and then say it in sound-talk.
2. Say another VC word (e.g. it) and ask the children what it would be in sound-talk.
3. Demonstrate finding the letter i from the selection of magnetic letters and put it in the first square on the phoneme frame and the letter t in the second square, sound-talk i-t and then say it.
4. Say another VC word (e.g. in) and ask the children to tell you what it would be in sound-talk.
5. Ask the children to tell you what to put in the first square in the phoneme frame and then in the second.
6. Repeat 4-8 with another VC word (e.g. an).
7. Repeat 1-8 with three-phoneme (CVC) words containing the selection of letters.

Practise: Use the same sequence of instructions with children at their desks as they write the word or use magnetic letters as appropriate.

See page 13 for segmenting assessment and keep-up lessons. See page 6 for more activities.

Segmenting for spelling activities

Children need to be able to identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word and needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

Children should sit all together on the carpet close to the teacher for direct teaching and at a table on a chair when practising segmenting for spelling and applying in writing.

Quickwrite words

1. Say a CVC word and, holding up three fingers, sound-talk it, pointing to a finger at a time for each phoneme.
2. Ask the children to do the same and watch to check that they are correct.
3. Holding up the three fingers on one hand, write the letters of the word in a phoneme frame, demonstrating how to refer to the letter display to recall a letter.
4. Say another word and ask the children to sound-talk it using their fingers.
5. Ask them to sound-talk it in chorus for you to write it.
6. Ask them to sound-talk (with fingers) more words that you say.

Practise: Use the same sequence of instructions with children at their desks as they write the word on phoneme frames or use magnetic letters as appropriate.

Full circle

1. Display appropriate giant magnetic letters for one game of 'Full circle' on the whiteboard. Children have the same magnetic letters on individual whiteboards.
2. Say the first word (e.g. **pot**) and ask the children to make the word with their letters.
3. Write pot on the whiteboard and explain that the children are going to keep changing letters to make lots of different words. When they make **pot** again, they may call out Full circle.
4. Leave pot written on the whiteboard throughout the activity.
5. Ask the children to sound-talk pot and then **pod**. Ask children to change **pot** into **pod** on their magnetic whiteboards.
6. Ask them to sound-talk and blend the word to check that it is correct.
7. Repeat with each word in the list until the first word comes round again and then say Full circle with the children.



Word list examples:

List of words (pot, pod, pad, sad, mad, mat, pat, pot), magnetic whiteboard and giant magnetic letters (p, t, d, m, s, o, a),

List of words (cat, can, man, map, mop, cop, cap, cat), magnetic whiteboard and giant magnetic letters (c, t, n, m, p, a, o)

List of words (leg, peg, pet, pat, rat, ran, rag, lag, leg), magnetic whiteboard and giant magnetic letters (l, g, p, t, r, n, e, a)

List of words (run, bun, but, bit, hit, him, dim, din, sin, sun, run), magnetic whiteboard and giant letters (r, n, b, t, h, m, s, d, i, u)

Quick weekly assessments

Quick weekly assessments should check knowledge of GPCs, blending for reading and tricky words in a whole class session. Children should be observed and any that are struggling identified and provided with additional support. When assessing:

- Hold cards at the edges and at a good height. Turn cards at a fairly rapid but even pace.
- Look at the children, not the cards. Ensure children are using pure sounds. Play close attention to children who are mirroring other children and those who are at risk of falling behind, and provide additional support through keep-up lessons.
- Ensure full participation by asking individuals, rows and the whole class.

One-to-one summative assessments

One-to-one summative assessments of GPCs, blending for reading and tricky words are carried out in week 6 of each phase. It is suggested that the teacher sets aside enough time to individually test a fifth of the class on each day. Results are recorded and the lowest 20% of children are identified for individual keep-up lessons.

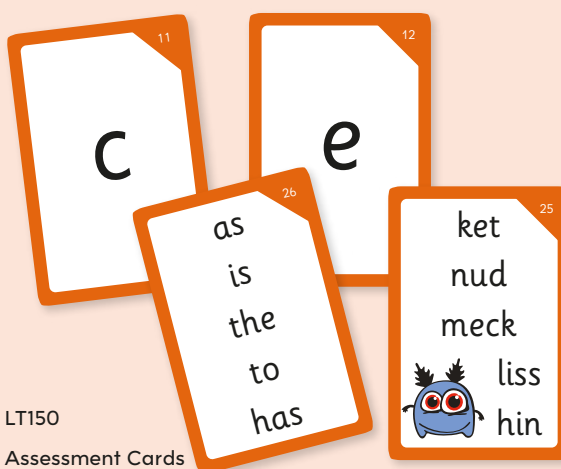
Summative Assessment

Card Instructions:

1. Sort the phase cards you are assessing in numerical order and hand them to your pupil.
2. Ask the student to read the cards one by one as they place them in a pile on the table.
3. If there is an alien on the card, explain to the student that they need to read the non-word alien shopping list.
4. Record the answers.

Record Sheet Instructions:

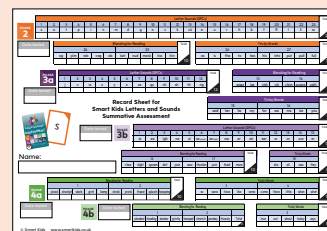
- Before beginning the assessments enter all the children's names on the Excel overview sheet. This will auto-fill their names on all the phases.
- As the pupil reads out the GPC or word on the assessment card, record the correct answer by typing a 1, or an incorrect answer by typing a 2.
- Use the tab button to move to the next cell.
- A percentage total is automatically calculated and added to the overview page.
- Use the sort function in Excel to easily identify the lowest 20% and provide these children with keep-up support - see pages 8 & 9.



LT150

Assessment Cards

Record sheet in PDF



or Excel format

Phase 2	Letter Sounds (GPCs)																							Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Name:	s	a	t	p	i	n	m	d	g	o	c	k	e	u	r	h	b	f	f	l	l	ss		
Elaine																								100%
Felicity G																								100%
Vinnie																								100%
Darlin																								100%
Deepa																								100%
Aria																								100%
Sundeeep																								100%
Gully																								100%
Viva																								100%
Max																								91%
Cameron																								91%
Bob																								83%
Anita																								78%
Felicity B																								30%

Individual keep-up lessons - Oral blending

If a child does not have sufficient oral blending skills they should be offered individual keep-up lessons.

Individual keep-up lesson - Oral blending

1. Play **What's Missing?** Display four pictures in front of the child. Model sound-talking the names of each of the pictures. e.g. This is a c-a-t. (use pictures from **Smart Chute Revision Cards** or **Matching Words and Pictures**).
2. Ask the child to close their eyes while you remove one of the pictures then ask the child to open their eyes.
3. Ask the child to sound-talk the picture that is missing. Repeat procedure with the other pictures.

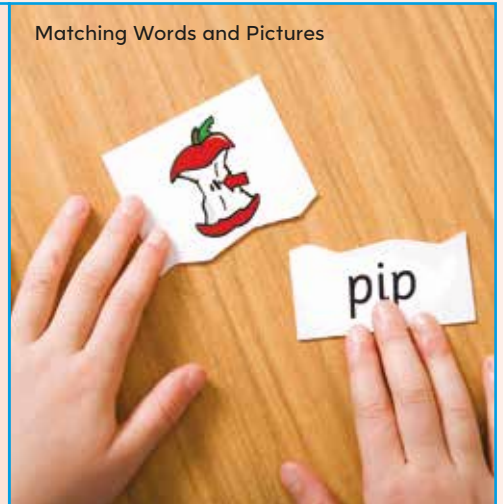
Individual keep-up lessons - Blending for reading

Resources



- LT32 Phase 2 Flash Cards
- LT33 Phase 3 Flash Cards
- LT34 Phase 4 Flash Cards
- LT35 Phase 5 Flash Cards
- LT36 Phase 5b Flash Cards

Matching Words and Pictures



Individual keep-up lessons - Blending for reading

1. Display a word with previously learnt graphemes and point to the sound button under each grapheme from left to right as you say the pure sound (sound-talk). For tricky words, draw attention to the tricky part.
2. Repeat, but ask the child to sound-talk the word with you, then blend to read word. Repeat with more words.
3. Shuffle cards then repeat, but ask the children to sound-talk the word **without** you, then blend to read word.
4. Practise the skill of blending for reading by playing one of the following activities with the child.

Activity 1 (regular words):

1. Play **What's in the Box?** using the **Matching Words & Pictures** set. Choose pictures with known graphemes and place them in the box.
2. Display a word card (e.g. map). Use the blending for reading process as described on page 4.
3. Ask the child to find you the corresponding picture in the box.

Activity 2 (regular or tricky words):

1. Play **Got it!** Place word cards with previously known regular or tricky words and a focus word in a bag.
2. Ask the child to pull out a card and read it. If it is not the focus word they take another card.
3. When the child pulls out the focus word and reads it they say **Got it!**

Individual keep-up lessons - Teaching letter-sounds

- Children who need additional practice should receive daily keep-up support. Keep-up lessons should mirror the structure of class teaching but in smaller steps and with more repetition so that every child secures their learning. Routines and resources used in the keep-up lessons should match the whole class core phonics sessions. Consistency of approach is vital when supporting vulnerable pupils and those at risk of falling behind.
- Keep-up lessons should be sharply focused on key learning identified through ongoing assessment and screening to ensure gaps in knowledge and understanding are precisely targeted.
- Lessons should be taught daily and last around 5 minutes.
- Letter-sound recognition should be practised to the point of being 'over-learnt' to ensure pupils cannot fail to recognise taught GPCs.
- Continue to include children in the core phonics lessons. Do not stop teaching the children new GPCs. Keep-up lessons should be in addition to the whole class session.
- Continue keep-up sessions until the child can recognise taught GPCs 'at a glance' and use these to blend accurately.



Individual keep-up lesson - Letter-sound recognition

1. With the mnemonic cards use the Hear it, See it, Say it, Write it method described on page 3 with the child making sure the child watches your mouth as you make the correct enunciation of the phoneme a few times.
2. Practise the skill of letter-recognition by playing one of the following activities with the child.

Activity 1:

1. Select Smart Chute cards with the focus phoneme from the revision pack. This sound can be at the beginning or end for consonant sounds, or in the middle for vowel sounds.
2. Say the focus phoneme then the name of the picture as you show the child each card, emphasising the focus phoneme. Then ask the child to repeat these after you.

Activity 2:

1. Play **Win it!** Choose 5-10 cards from the Mog and Gom Grapheme pack with graphemes that the child already knows including the focus phoneme taught in the lesson near the top of the pack.
2. Show the child the grapheme cards one by one and ask them to say the sound. Each time the child reads the focus phoneme they win the card. If they cannot read the grapheme turn the card over to show the mnemonic.
3. Shuffle the pack and ask for the card back, placing it lower and lower in the deck each time the child wins the game.

Teach the alphabet song

- Point to the letters as the children sing the alphabet song.
- Continue singing the song daily and pointing to the letters until you are satisfied that all the children know the letter names.
- Pick out a few previously taught sounds each day and connect the names of the letter with the sounds.

Teach letter names (example given for **a** & **t**)

1. Point to the letter **a** and tell the children that it is an **a** (say its name) and stands for the sound /**a**/ (say its pure sound).
2. Point to another letter that they already know the sound of (e.g. **t**) telling the children its name. Ask them what sound it stands for.
3. Continue with all known letter sounds.

Practise letter names and capital letters

Sing the alphabet song while pointing to the lower case and upper case letters on an alphabet frieze. After a few weeks progress to pointing at the upper or lower case letters on the frieze and ask children to name the letter and the sound that it makes for GPCs that have been introduced.



Blending for reading - Introduce digraphs

1. Explain that sometimes two letters can make one sound and this is called a digraph.
2. Write '**back**' on the whiteboard.
3. Sound-talk the word '**back**' and repeat putting sound buttons under '**b**' '**a**' and a line under '**ck**' and blending them to read the word.
4. Explain that the digraph **ck** makes the same sound as '**c**' and '**k**' but is spelt with two letters.
5. Follow the teaching letter recognition and recall for a new letter-sound on page 3 for the digraph **ck**.

Introduce two-syllable words for reading

1. Write a two-syllable word on the whiteboard making a slash between the two syllables (e.g. **sun/set**).
2. Sound-talk the first syllable and blend it: **s-u-n sun**.
3. Sound-talk the second syllable and blend it: **s-e-t set**.
4. Say both syllables: **sunset**.
5. Repeat and ask the children to join in.

Introduce two-syllable words for spelling

1. Say the word '**farmyard**' then clap each syllable.
2. Repeat and ask the children to join in.
3. Tell the children that the first clap is '**farm**' and the second clap is '**yard**'.
4. Ask the children for the sounds in '**farm**' and write them underlining the digraph, then the sounds for '**yard**'.
5. Read the completed word. Repeat with other words.

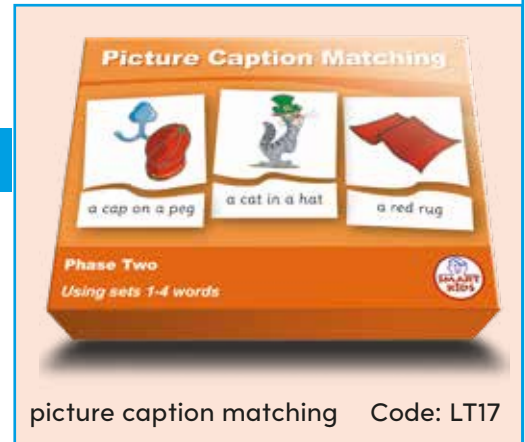
Introduce reading captions

1. Write the caption '**a pin in a tin**' on the whiteboard.
2. Ask the children to sound-talk the first word, raising a finger for each phoneme then say the word (e.g. p-i-n - pin)
3. Repeat 3 for the remaining words.
4. Ask the children to say the whole caption.

Introduce writing captions

1. Display and discuss a picture (e.g. a cat in a hat).
2. Ask the children to help you write a caption for the picture.
3. Ask them to say the caption all together two or three times.
4. Ask the children to tell you the first word and to sound-talk the word, raising a finger for each phoneme.
6. Ask what letters are needed and write it.
7. Remind the children that a space is needed between words. Put a mark where the next word will start.
8. Ask the children to say the caption again.
9. Ask for the next word and ask what letters are needed. Repeat for each word.
10. Re-read the caption together.

Apply: The teacher dictates while children write a caption taken from the daily planning.



Introduce capital letters and full stops (reading and writing sentences)

1. Using a whiteboard write the sentence - **Sam is at a tap.**
2. Explain to the children that capital letters are used at the beginning of a sentence and for names.
3. Write the sentence - **A man is at a tap.**
4. Explain that some capitals are a similar shape to their lower-case letters (like **S**), and some have different shapes (like **A**), but each capital always has the same sound as its lower-case letter.
5. Show the children the full stops. Explain that full stops are used at the end of sentences.
6. Refer to the lower case and upper case letters (**Ss** and **Aa**) on an alphabet frieze.

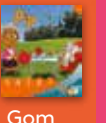
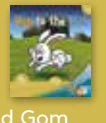
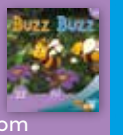
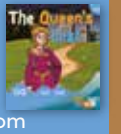
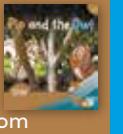
Apply: The teacher dictates while children write a sentence taken from the daily planning.

Introduce words that end 's

1. Write the caption **the dog bed** on the whiteboard.
2. Explain to the children that adding an 's at the end of a word means that something belongs to that word.
3. Write the caption **the dog's bed** on the whiteboard.
4. Explain to the children that adding an 's makes the mat belong to the dog.

Fully decodable matched readers

It is important that children practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This means they are composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions are a small number of common tricky words that the child has learned as part of the programme up to that point. Practising with decodable readers helps children experience success as they learn to rely on phonic strategies.

PHASE 2	LT122 Phase 2 Fiction 	LT132 Phase 2 Non-fiction 	MG01 Unit 1 Mog and Gom 	MG02 Unit 2 Mog and Gom 	MG03 Unit 3 Mog and Gom 	LT70 Phase 2 Pocket Rockets 
PHASE 3a	LT123 Phase 3 Fiction 	LT133 Phase 3 Non-fiction 	MG04 Unit 4 Mog and Gom 	MG05 Unit 5 Mog and Gom 	LT71 Phase 3 Pocket Rockets 	
PHASE 3b	LT123 Phase 3 Fiction 	LT133 Phase 3 Non-fiction 	MG06 Unit 6 Mog and Gom 	MG07 Unit 7 Mog and Gom 	LT71 Phase 3 Pocket Rockets 	
PHASE 4a	LT124 Phase 4a Fiction 	LT134 Phase 4b Non-fiction 	MG08 Unit 8 Mog and Gom 	LT174 Phase 3 Pocket Rockets 		
PHASE 4b	LT124b Phase 4b Fiction 	LT134b Phase 4 Non-fiction 	MG09 Unit 9 Mog and Gom 			
PHASE 5a	LT125 Phase 5 Fiction 	LT135 Phase 5 Non-fiction 	MG10 Unit 10 Mog and Gom 	MG11 Unit 11 Mog and Gom 		
PHASE 5b	LT125 Phase 5 Fiction 	LT135 Phase 5 Non-fiction 	MG12 Unit 12 Mog and Gom 			
PHASE 5c	LT137 Alternative Spellings Consonant Digraphs 	PHASE 5d	LT138 Alternative Spellings Consonant Long Vowels 	PHASE 5e	LT139 Alternative Spellings Short & 'r' Vowels 	

Phase 2 Phonic Progression



Week	Letters	Word Building Examples	Tricky Words
1	Introduce letter-sound recognition & blending for reading		
	s a t p	sat tap pat at a	
2	Introduce tricky words, reading captions & letter names/capitals		
	i	sit pit tip pip sip it	is
	n	pan pin tin tan nap in an	
	m	man mat map am	
	d	sad dip dad did and	
3	Introduce segmenting for spelling		
	g	pig dig gas gap	the
	o	pot top dog pop got on not	
	c	cot cap cat cod can	no go
	k	kid kit	I
4	Introduce digraphs		
	ck	pack sack kick pick sick	to
	e	pet ten net pen peg men neck get	
	u	nun mug cup sun mud mum up put (north)	
	r	rat rag ram rug rot rip rim run	into
5	h	hot hut hop hit hat hum hug had him	his
	b	bad bag bed bug bus bat big back but	has as
	f, ff	fan fat fit fun fog puff huff if off	
	l, -ll	lap leg let lit bell fill doll sell tell	put
	-ss	less hiss mess boss fuss kiss	of
6	Introduce two-syllable words & writing captions		
	Introduce words that end 's		
	Revisit, Review, Summative Assessment		

Assess segmenting for spelling

It is important that children are given paper and pencils for writing activities so that a record can be kept of their progress. Transfer into writing is the ultimate goal. Children's ability to segment should be observed closely during word building activities using magnetic letters. Pronunciation of words, ability to hear individual phonemes and knowledge of GPCs should be assessed. If a child is struggling with segmenting for spelling and falling behind with their writing they should be given individual keep-up lessons.

Individual keep-up lesson - Segmenting for spelling

Using magnetic letters and a phoneme frame follow the method as described to teach segmenting for spelling on page 5 then play **Mix it Up!** :

1. Make a word using magnetic letters and a phoneme frame. Blend to read the word with the child.
2. Mix up the letters and ask the child to make the same word then blend to read it.
3. Have the child write the word they have made on a piece of paper. Make sure they use proper pencil grip.
3. Repeat 1-3 with other words, then ask the child to make a word that you have not previously made.

Week 1: s, a, t, p			Introduce: letter-sound recognition	Phase 2 Daily Planning
			Introduce: blending for reading	Resources
Monday	Introduce	Letter-sound recognition	NEW	(instructions page 3)
	Teach	s Letter recognition and recall for the letter-sound s		s mnemonic card
	Practise	Children write the letter s on whiteboards or paper. NEW Oral Blending - Shopping list (instructions below)		paper, whiteboards, pens 6 x CVC Pictures and list of 9 words
Tuesday	Teach	a Letter recognition and recall for the letter-sound a		a mnemonic card
	Practise	Children write the letter a on whiteboards or paper. Oral Blending - Shopping list		paper, whiteboards, pens 6 x CVC Pictures and list of 9 words
Wednesday	Revisit	NEW Letter recognition and recall for s, a		s, a mnemonic cards (instructions page 2)
	Teach	t Letter recognition and recall for the letter-sound t		t mnemonic card
	Practise	Children write the letter a on whiteboards or paper. Oral Blending - Shopping list		paper, whiteboards, pens 6 x CVC Pictures and list of 9 words
Thursday	Revisit	Letter recognition and recall for s, a, t		s, a, t mnemonic cards
	Teach	p Letter recognition and recall for the letter-sound p		p mnemonic card
	Practise	Children write the letter p or use activity book Oral Blending - Shopping list		paper, whiteboards, pens, activity book 6 x CVC Pictures and list of 9 words
	Reader	Phase 2 Pocket Rockets Book 1: Pat, Fiction: Pat		
Friday	Introduce	Blending for reading	NEW	(instructions page 4)
	Revisit	Letter recognition and recall for s, a, t, p		s, a, t, p mnemonic cards
	Teach	NEW Blending for reading		whiteboard, flash cards set 1
	Assess	NEW Weekly GPCs Assessment (instructions below)		s, a, t, p mnemonic cards (grapheme side only)

Oral blending activity - Shopping list

1. Play **Shopping List**. Display six CVC pictures on the whiteboard. Explain that you need to check that you have all the items on your shopping list (use pictures from **Smart Chute Revision Cards** or **Matching Words and Pictures**).
2. Sound-talk the word for one of the pictures, ask the children to repeat it and tell you if they can see the object.
3. Repeat 2 until the class has sound-talked all the items but also sound-talk 3 items that are missing.



Monday	Introduce	Tricky words NEW	Tricky word is	whiteboard, pen (instructions page 4)
	Revisit	Letter recognition and recall for s, a, t, p		s, a, t, p mnemonic cards
	Teach	i	Letter recognition and recall for the letter-sound i	i mnemonic card
	Practise	Blending for reading it, is, sit, pit, tip, pip, sip,		flash cards sets 1 & 2 (+i)
	Readers	Phase 2 Pocket Rockets Book 2: Pit Pat, Non-fiction: Pip Pat , Mog and Gom Book 1: Pip Sat		
Tuesday	Introduce	Reading captions NEW		whiteboard, pen, (instructions page 11)
	Revisit	Letter recognition and recall for s, a, t, p, i		s, a, t, p, i mnemonic cards
	Teach	n	Letter recognition and recall for the letter-sound n	n mnemonic card
	Practise	Blending for reading an, in, nip, pan, pin, tin, tan, nap		flash cards sets 1 & 2 (+n)
	Apply	Read the caption 'a pin in a tin'		whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 3: In, Mog and Gom Book 2: Tap the Tin		
Wednesday	Revisit	Letter recognition and recall for s, a, t, p, i, n		s, a, t, p, i, n mnemonic cards
	Teach	m	Letter recognition and recall for the letter-sound m	m mnemonic card
	Practise	Blending for reading man, mam, mat, am, map, Pam, Tim, Sam		flash cards sets 1 & 2 (+m)
	Apply	Read the caption 'a man on a mat'		whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 4: Min (includes tricky wo, Non-fiction: Tim Nat , Mog and Gom Book 3: Sam		
Thursday	Revisit	Letter recognition and recall for s, a, t, p, i, n, m		s, a, t, p, i, n, m mnemonic cards
	Teach	d	Letter recognition and recall for the letter-sound d	d mnemonic card
	Practise	Blending for reading dad, sad, dim, dip, din, did, Sid, and		flash cards sets 1 & 2 (+d)
	Apply	Read the caption 'dad is sad'		whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 5: Sad Dad, Non-fiction: Dad in a Pit , Mog and Gom Book 4: Dad is Sad		
Friday	Introduce	Letter names and capitals NEW		alphabet frieze, pointer (instructions page 10)
	Revisit	Letter recognition and recall for s, a, t, p, i, n, m, d		s, a, t, p, i, n, m, d mnemonic cards
	Assess	GPCs Blending for reading		s, a, t, p, i, n, m, d mnemonic cards flash cards - sets 1 & 2

Pocket Rockets Book 4: tricky words (I, the) 5: (the)

Example of Phase 2 Daily Phonics Planning



Week 3: g, o, c, k		Introduce: segmenting for spelling	Resources
Monday	Revisit	Letter recognition and recall for s, a, t, p, i, n, m, d	mnemonic cards
	Teach	g Letter recognition and recall for the letter-sound g	m mnemonic card
	Practise	Blending for reading tag, gag, gig, gap, nag, sag, gas, pig, dig Tricky word the	alphabet frieze, pointer flash cards sets 1-3 (+g) (+the)
	Apply	Read the caption 'pig in the pit'	whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 6: Dig, Mog and Gom Book 5: Sid and the Map	
Tuesday	Revisit	Letter recognition and recall for s, a, t, p, i, n, m, d, g	mnemonic cards
	Teach	o Letter recognition and recall for the letter-sound o NEW Reading captions	o mnemonic card picture caption matching
	Practise	Blending for reading got, on, not, pot, top, dog, pop, Mog	flash cards sets 1-3 (+o)
	Apply	Read the caption 'Mog got the mop'	whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 7: Tom Tin Pot, Mog and Gom Book 6: Mog and Gom	
Wednesday	Introduce	Segmenting for spelling NEW	(instructions page 5)
	Revisit	Letter recognition and recall for s, a, t, p, i, n, m, d, g, o	mnemonic cards
	Practise	Blending for reading a mix of words with all previously learnt GPCs	flash cards sets 1-3 up to an including (+o)
	Apply	Read the caption 'sit on the mat'	whiteboard, pen
Thursday	Revisit	Letter recognition and recall for s, a, t, p, i, n, m, d, g, o	mnemonic cards
	Teach	c Letter recognition and recall for the letter-sound c	c mnemonic card
	Practise	Blending for reading can, cot, cop, cap, cat, cod Tricky words no go NEW Segmentation - Quick-write words (page 6)	alphabet frieze, pointer flash cards sets 1-3 (+c) (+no, go) phoneme frame on a whiteboard, pen
	Apply	Read the caption 'a cat in a cot'	whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 8: Can Dad Nap, Non-fiction: Min , Mog and Gom Book 7: Mag the Cat	
Friday	Revisit	Letter recognition and recall for s, a, t, p, i, n, m, d, g, o, c	mnemonic cards
	Teach	k Letter recognition and recall for the letter-sound k	k mnemonic card
	Practise	Blending for reading kid, kit, Kim, Ken Tricky word I Segmentation - Quick-write words (kit, kid, Sid, sad)	alphabet frieze, pointer flash cards sets 1-3 (+k) (+I) phoneme frame on a whiteboard, pen
	Apply	Read the caption 'I am a kid'	whiteboard, pen
	Readers	Phase 2 Pocket Rockets Book 9: Can Dad Kip, Fiction: Tim's Dog / The Dog , Mog and Gom Book 8: Kit the Dog	

Continue practising the Alphabet song every day until all letter names are secure.



Week 4: ck, e, u, r			Introduce: digraphs	Resources
Monday	Revisit	Letter recognition and recall for <i>s, a, t, p, i, n, m, d, g, o, c, k</i>		mnemonic cards
	Introduce	Digraphs NEW		whiteboard, pen (instructions page 10)
	Teach	ck	Recognition and recall for the digraph ck	ck mnemonic card
	Practise	Blending for reading		alphabet frieze, pointer
		kick, sock, sack, dock, pick, sick, pack		flash cards sets 1-4 (+ck) + (to)
		Segmenting for spelling - Full circle (page 6)		whiteboard, magnetic letters, pen
Apply	Read the caption 'I go to the duck'		whiteboard, pen	
Readers	Phase 2 Pocket Rockets Book 10: Dig, Mog and Gom Book 9: Is Mag Sick?			
Tuesday	Revisit	Letter recognition and recall for <i>s, a, t, p, i, n, m, d, g, o, c, k, ck</i>		mnemonic cards
	Teach	e	Letter recognition and recall for the letter-sound e	mnemonic card
	Practise	Blending for reading		alphabet frieze, pointer
		get, pet, ten, net, pen, peg, met, men, neck		flash cards sets 1-4 (+u)
Readers	Phase 2 Pocket Rockets Book 11: The Pet Gig, Non-fiction: Pip in the Pot, Mog and Gom Book 10: The Men			
Wednesday	Revisit	Letter recognition and recall for <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e</i>		mnemonic cards
	Teach	u	Letter recognition and recall for the letter-sound u	u mnemonic cards
	Practise	Blending for reading		alphabet frieze, pointer
		up, mum, run, mug, cup, sun, tuck, mud		flash cards - sets 1-4 (+u)
	Apply	Read the caption 'a mug in the mud'		whiteboard, pen
Readers	Phase 2 Pocket Rockets Book 12: Gum, Mog and Gom Book 11: Get the Nut			
Thursday	Revisit	Letter recognition and recall for <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u</i>		mnemonic card, L&S manual
	Teach	r	Letter recognition and recall for the letter-sound r	r mnemonic cards
	Practise	Blending for reading		alphabet frieze, pointer
		rim, rip, ram, rat, rag, rug, rot		flash cards - sets 1-4 (+r) + (into)
	Apply	Read the caption 'I run in the sun'		whiteboard, pen
Readers	Phase 2 Pocket Rockets Book 13: The Rat Pack, Mog and Gom Book 12: Run Pip Run			
Friday	Revisit	Letter recognition and recall for <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r</i>		mnemonic cards
	Practise	Blending for reading		alphabet frieze, pointer
		a mix of words with all previously learnt GPCs		flash cards sets 1-4 up to an including (+r)
		Reading tricky words		between 5 & 8 word cards (+ the, to)
	Apply	Read the caption 'a rat on the rug'		whiteboard, pen
Assess	GPCs		mnemonic cards	
	Blending for reading		flash cards - sets 1-4 + tricky the, to	

Continue practising the Alphabet song every day until all letter names are secure.

Phase 2 - Daily Phonics Planning



Week 5: h, b, f, ff, l, ll, ss			Resources
Monday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r</i>	mnemonic cards
	Teach	h Letter recognition and recall for the letter-sound h	h mnemonic card
	Practise	Blending for reading had, him, hot, hut, hop, hum, hit, hat	Tricky word his, has flash cards sets 1-5 (+h) (+his, has)
	Apply	Read the caption 'his hat has a rim'	whiteboard, pens
	Readers	Phase 2 Pocket Rockets Book 14: The Hot Dog Hut, Fiction: <i>Rat in a Sack</i> , Mog and Gom Book 13: Hop to the Hut	
Tuesday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h</i>	mnemonic cards
	Teach	b Letter recognition and recall for the letter-sound b	b mnemonic card
	Practise	Blending for reading but, big, back, bad, bag, bed, bug, bun, bus	Tricky words as flash cards sets 1-5 (+b) (+as)
	Apply	Read the caption 'the bug bit Bob'	whiteboard, pens
	Readers	Phase 2 Pocket Rockets Book 15: Bad Bot, Non-fiction: <i>Can a Bug Dig?</i> , Mog and Gom Book 14: Bod and Peg	
Wednesday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b</i>	mnemonic cards
	Teach	f, ff letter-sound f and digraph ff (at end of words)	f, ff mnemonic cards
	Practise	Blending for reading if, fit, fun, fog, fan, fat puff, huff, cuff, off	flash cards sets 1-5 (+f ff)
	Apply	Read the caption 'huff and puff in the fog'	whiteboard, pens
	Readers	Phase 2 Pocket Rockets Book 16: The Fun Run, Non-fiction: <i>The Fun Run</i> , Mog and Gom Book 15: Bob and Peg	
Thursday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff</i>	mnemonic cards
	Teach	l, ll letter-sound l and digraph ll (at end of words)	l, ll mnemonic card
	Practise	Blending for reading lap, let, leg, lot, lit bell, fill, doll, tell, sell, Bill NEW Segmenting for spelling - Full circle (page 6)	Tricky word put flash cards sets 1-5 (+l, ll) (+put) list of words, magnetic whiteboards and letters
	Apply	Read the caption 'Len put the doll on his lap'	whiteboard, pens
	Readers	Phase 2 Pocket Rockets Book 17: A Lot of Buns, Non-fiction: <i>Bill and Val</i> , Mog and Gom Book 16: Mog and Lill	
Friday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll</i>	mnemonic cards
	Teach	ss digraph ss (found at end of words) • same sound as s	ss mnemonic card
	Practise	Blending for reading less, hiss, mass, mess, boss, fuss, pass, kiss	Tricky word of flash cards sets 1-5 (+ss) (+of)
	Assess	GPCs Blending for reading	mnemonic cards flash cards - sets 1-5 + tricky <i>the, to, no, go, I into</i>
	Readers	Phase 2 Pocket Rockets Book 18: Miss Fusspot, Non-fiction: <i>A Mess</i> , Mog and Gom Book 17: Gom the Boss	

* **put** (may not be tricky depending on accent)

Continue practising the Alphabet song every day until all letter names are secure.



Week 6 Introduce: two-syllable words, writing captions			Resources
Monday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll</i>	mnemonic cards, phase 2 phoneme ball
	Practise	Blending for reading	flash cards sets 1-5 (+ tricky)
	Apply	Read the caption 'a cat and a big fat rat'	whiteboard, pens
	Assess	One-to-one summative assessment (fifth of the class)	assessment cards, assessment sheet
	Reader	Fiction: Run in the Fog	
Tuesday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll</i>	mnemonic cards, phase 2 phoneme ball
	Introduce	Two-syllable words for reading NEW	whiteboard, pen (instructions page 10)
	Practise	Blending for reading	flash cards sets 1-5 (+ tricky)
	Apply	Read the caption 'Miss Fusspot got the laptop'	whiteboard, pens
	Assess	One-to-one summative assessment (fifth of the class)	assessment cards, assessment sheet
	Reader	Fiction: Big Bad Bug	
Wednesday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll</i>	mnemonic cards, phase 2 phoneme ball
	Introduce	Writing Captions NEW	whiteboard, pens (instructions page 11)
	Practise	Blending for reading	flash cards sets 1-5 (+ tricky)
		Read and write the caption 'a cat in a hat'	whiteboard, pens
		Segmenting for spelling	magnetic whiteboards and letters
	Assess	One-to-one summative assessment (fifth of the class)	assessment cards, assessment sheet
	Reader	Fiction: Nuts in a Sack, Bag of Gum	
Thursday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll</i>	mnemonic cards, phase 2 phoneme ball
	Practise	Blending for reading	flash cards sets 1-5
		Learning letter names	alphabet frieze, pointer
		Segmenting for spelling	magnetic whiteboards and letters
	Apply	Read / write caption 'pots and pans'	whiteboards, paper, pens
	Assess	One-to-one summative assessment (fifth of the class)	assessment cards, assessment sheet
	Reader	Fiction: Rick Rabbit	
Friday	Revisit	Letter recognition for <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll</i>	mnemonic cards
	Practise	Blending for reading	flash cards sets 1-5
		Learning letter names	alphabet frieze, pointer
		Segmenting for spelling	magnetic whiteboards and letters
	Apply	Read / write caption 'a kid in a cap'	whiteboards, paper, pens
	Assess	One-to-one summative assessment (fifth of the class)	assessment cards, assessment sheet
	Reader	Mog and Gom Book 18: Mog's Ticket	

Continue practising the Alphabet song every day until all letter names are secure.

Phase 3a & 3b Phonic progression



Week	Letters	Word Building Examples	Tricky Words
3a	j	jam jab jug jog job jet	said
	v	van vet vat	her
	w	win wig wag web will	
	x	mix fix box tax six	
	Introduce writing sentences		
2	y	yes yet yap yell	he
	Introduce spelling tricky words		
	z	zip zigzag	to (spelling) my
	zz	buzz fizz jazz	the (spelling) for
	qu	quit quiz quick quack	
3	Introduce consonant digraphs		
	sh	ship shop shed shell fish cash rush	
	ch	chop chin chip chill check such rich much	be
	th	thin thick moth that this them then with	
	ng	ring rang hang song wing king long sing	you
4-6	Revisit, Review, Summative Assessment		
3b	ai	wait hail pain aim sail main tail rain bait	no (spelling) she
	ee	feel feet jeep meet week deep keep see	
	igh	high sigh light might night right sight fight	go (spelling) all
	oa	coat goat loaf road soap oak toad boat coach	me we
2	oi	oil boil coin coil join soil	
	oo (long)	zoo boot zoom cool food soon moon too	
	oo (short)	foot cook good book took wood hook look	
	ow	owl cow how town down now	
3	Introduce spelling two-syllable words		
	ar	bar car bark card cart hard jar park	
	air	air chair fair hair lair pair	
	ear	ear dear fear hear gear near tear year rear	
4	ur	fur burn burp curl hurt surf turn church	was
	or	fork cork sort born worn fort torn short	
	ure	sure pure cure	they
	er (schwa)	dinner letter better ladder summer	
5-6	Revisit, Review, Summative Assessment		New tricky: are



Week 1: j, v, w, x			Introduce: writing sentences		Resources	
Monday	Revisit	Letter recognition for Phase 2 GPCc			mnemonic cards	
	Teach	j	Letter recognition and recall for the letter-sound j			j mnemonic card
	Practise	Blending for reading			flash cards sets 1-6 (+j) and (said (phase 4 set))	
		Jim, Jill, jet, jog, jam, jet-lag, jacket				
	Apply	Read/write caption 'jam in the pan'			whiteboard/pen, paper/pencil	
Readers	Phase 3 Pocket Rockets 1: The Jet Pack, Mog and Gom Book 19: Mog's Jet					
Tuesday	Revisit	Letter recognition for Phase 2 GPCc, j			mnemonic cards	
	Teach	V	Letter recognition and recall for the letter-sound v			v mnemonic card
	Practise	Blending for reading			flash cards sets 1-6 (+v) and (her)	
		van, vat, vet, Vic, visit, velvet				
	Apply	Read/write caption 'the vet has got a job'			whiteboard/pen, paper/pencil	
Readers	Phase 3 Pocket Rockets 2: Min and the Vet, Mog and Gom Book 20: Get the Vet					
Wednesday	Revisit	Letter recognition for Phase 2 GPCc, j, v			mnemonic cards	
	Teach	W	Letter recognition and recall for the letter-sound w			w mnemonic card
	Practise	Blending for reading			flash cards sets 1-6 (+w)	
		will, win, wag, web, wig, wax, cobweb, wicked				
	Apply	Read/write caption 'a pig in a wig'			whiteboard/pen, paper/pencil	
Readers	Phase 3 Pocket Rockets 3: A Win at the Well, Mog and Gom Book 21: Kit is in a Rut					
Thursday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w			mnemonic cards	
	Teach	X	Letter recognition and recall for the letter-sound x			x mnemonic card
	Practise	Blending for reading			flash cards sets 1-6 (+x)	
		mix, fix, box, tax, six, taxi, vixen, exit				
	Apply	Read/write caption 'a fox in a box'			whiteboard/pen, paper/pencil	
Readers	Phase 3 Pocket Rockets 4: The Big Mix Up, Mog and Gom Book 22: Bed at Six					
Friday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w, x			mnemonic cards	
	Introduce	Writing sentences			whiteboard/pen (instructions page 11)	
	Practise	Blending for reading			flash cards sets 1-6	
		a mix of words with all previously learnt GPCs				
	Apply	Read/write the sentence 'Sam sits on a rug.'			whiteboard/pen, paper/pencil	
	Assess	GPCs			mnemonic cards	
Blending for reading			flash cards - sets 1 + tricky said, her, my			
Readers	Fiction: Jess at the Vet					

Continue practising the Alphabet song every day until all letter names are secure.



Week 2: y, z, zz, qu

Introduce: spelling tricky words

Resources

Monday	Revisit	Letter recognition for Phase 2 GPCs, j, v, w, x	mnemonic cards
	Teach	y Letter recognition and recall for the letter-sound y	y mnemonic card
	Practise	Blending for reading yap, yes, yet, yell, yum-yum	flash cards sets 1-7 (+y) and (he)
	Apply	Read/write the sentence 'The dog will yap if I yell.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 5. Tag Gets a Leg, Non-fiction: Jim the Vet, Mog and Gom Book 23: Yams for Pip	
Tuesday	Revisit	Letter recognition for Phase 2 GPCs, j, v, w, x, y	mnemonic cards
	Introduce	Spelling tricky words (to) NEW	(instructions page 5) whiteboard, pen
	Teach	z Letter recognition and recall for the letter-sound z	z mnemonic card
	Practise	Blending for reading zip, Zak, zigzag	flash cards sets 1-7 (+z) and (my)
	Apply	Read/write the sentence 'My zip did not zip up.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 6. Zack, Mog and Gom Book 24: Yip Yap Zip Zap	
Wednesday	Revisit	Letter recognition for Phase 2 GPCs, j, v, w, x, y, z	mnemonic cards
	Teach	zz Letter recognition and recall for the letter-sound zz Spelling tricky word the	zz mnemonic card (instructions page 5) whiteboard, pen
	Practise	Blending for reading buzz, jazz	flash cards sets 1-7 (+zz) and (for)
	Apply	Read/write the sentence 'I will zip off to the jazz.'	whiteboard/pen, paper/pencil
	Readers	Non-fiction: The Bug, Mog and Gom Book 25: Buzz Buzz	
Thursday	Revisit	Letter recognition for Phase 2 GPCs, j, v, w, x, y, z, zz	mnemonic cards
	Teach	qu Letter recognition and recall for the digraph qu	qu mnemonic card
	Practise	Blending for reading quiz, quick, quit, quack, liquid	flash cards sets 1-7 (+qu)
	Apply	Read/write the sentence 'I had to quit the quiz.'	paper, pencils, workbook
	Readers	Phase 3 Pocket Rockets 7. Quill, Fiction: Fix-it Fox, Mog and Gom Book 26: Quit It	
Friday	Revisit	Letter recognition for Phase 2 GPCs, j, v, w, x, y, z, zz, qu	mnemonic cards
	Practise	Blending for reading a mix of words with all previously learnt GPCs	flash cards sets 1-7
	Apply	Read/write the sentence 'The fox got jam in his zip.'	paper, pencils, workbook
	Assess	GPCs Blending for reading	mnemonic cards flash cards - sets 1 & 2 + tricky

Continue practising the Alphabet song every day until all letter names are secure.



Week 3: ch, sh, th, ng

Introduce: consonant digraphs

Resources

Monday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w, x, y, z, zz, qu	mnemonic cards
	Introduce	Consonant digraphs (instructions page 10) NEW	sh mnemonic card, sh words
	Teach	sh Letter recognition and recall for the letter-sound sh	sh mnemonic card
	Practise	Blending for reading ship, shop, shed, shell, fish, shock, cash, bash, bush, rush	flash cards (+sh)
	Readers	Phase 3 Pocket Rockets 8. Chop! Non-fiction: The Quiz, Mog and Gom Book 27: A Wish at the Well	
Tuesday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch	mnemonic cards
	Teach	ch Letter recognition and recall for the digraph ch	ch mnemonic card
	Practise	Blending for reading chop, chin, chug, check, such, chip, chill Tricky word be	flash cards (+ch) and (be)
	Apply	Read/write the sentence 'I had to chop up the fish.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 9. The Wish Shop, Mog and Gom Book 28: Mash and Chop	
Wednesday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh	mnemonic cards
	Teach	th Letter recognition and recall for the letter-sound th	th mnemonic card
	Practise	Blending for reading them, then, that, this, with, moth, thin, thick Reading two-syllable words: chicken, rocket, rabbit, carrot	alphabet frieze, pointer flash cards (+th) whiteboard, pen
	Apply	Read/write the sentence 'A moth is in the shed.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 10. Non-fiction: Ash and the Shellfish, Mog and Gom Book 29: Moths in the Shop	
Thursday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th	mnemonic cards
	Teach	ng Letter recognition and recall for the digraph ng	ng mnemonic card
	Practise	Blending for reading ring, rang, hang, song, wing, long, king Tricky word you	alphabet frieze, pointer flash cards (+ng) and (you)
	Apply	Read/write the sentence 'The king had a go on the swing.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 11. The Fang Gang, Fiction: Fish and Chips, Mog and Gom Book 30: The Thing	
Friday	Revisit	Letter recognition for Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th, ng	mnemonic cards
	Practise	Blending for reading a mix of words with all previously learnt GPCs	flash cards sets 1
	Apply	Read/write the sentence 'The fish shop sells thick chips.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading	mnemonic cards flash cards - + tricky

Week 4-6: Revisit, Review, Practise, Apply, Assess j, v, w, x, y, z, zz, qu, ch, sh, th, ng

Continue practising the Alphabet song every day until all letter names are secure.



Week 1: ai, ee, igh, oa			Resources
Monday	Revisit	Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th, ng	mnemonic cards
	Teach	ai Letter recognition and recall for the vowel digraph ai	ai mnemonic card
	Practise	Blending for reading	
		wait, hail, pain, aim, sail, main, tail, rain Tricky word she	flash cards sets (+ai) and (she)
		Spelling tricky word no	whiteboards, pens, preferably one per child
	Apply	Read/write the sentence 'She had to wait in the rain.'	whiteboard/pen, paper/pencil
Tuesday	Readers	Phase 3 Pocket Rockets 12. Sad Dad Goes Fishing Non-fiction: Set Sail, Mog and Gom Book 31: Paint the Hut	
	Revisit	Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai	mnemonic cards
	Teach	ee Letter recognition and recall for the vowel digraph ee	ee mnemonic card
	Practise	Blending for reading	
		see, feel, weep, feet, jeep, seem, meet, week, deep, keep	flash cards sets (+ee)
	Apply	Read/write the sentence 'The jeep is deep in the mud.'	whiteboard/pen, paper/pencil
Wednesday	Readers	Phase 3 Pocket Rockets 13. Vic the Vet's Week, Fiction: A Wait in the Rain, Mog and Gom Book 32: The Boss is Back	
	Revisit	Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee	mnemonic cards
	Teach	igh Letter recognition and recall for the vowel digraph igh	igh mnemonic card
	Practise	Blending for reading	
		high, sigh, light, might, night, right, fight Tricky word all	flash cards sets (+igh) and (all)
		Spelling tricky word go	whiteboards, pens, preferably one per child
Thursday	Apply	Read/write the sentence 'The light is on all night.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 14. Miss Fusspot's Night, Non-fiction: Moths, Mog and Gom Book 33: Midnight Nap	
	Revisit	Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh	mnemonic cards
	Teach	oa Letter recognition and recall for the vowel digraph oa	oa mnemonic card
	Practise	Blending for reading	
		coat, toad, goat, loaf, road, soap Tricky word me, we	flash cards sets (+oa) and (me, we)
Friday	Apply	Read/write the sentence 'We can see a goat on the road.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 15. Goat Soap, Fiction: At Night, Mog and Gom Book 34: The Queen's Coat	
	Revisit	Phase 2 GPCc, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa	mnemonic cards
	Practise	Blending for reading	
		a mix of words with all previously learnt GPCs	flash cards + tricky words
	Apply	Read/write the sentence 'We can see the sunset.'	whiteboard/pen, paper/pencil
	Assess	GPCs	mnemonic cards
		Blending for reading	flash cards

Continue practising the Alphabet song every day until all letter names are secure.



Week 2: oi, oo (long), oo (short), ow			Resources
Monday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	oi Letter recognition and recall for the vowel digraph oi	oi mnemonic card
	Practise	Blending for reading oil, boil, coin, join, soil, toil, poison, tinfoil	flash cards sets (+oi)
		Segmenting for spelling - Full circle	list of words, magnetic whiteboards and letters
	Apply	Read/write the sentence 'You can boil the oil.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 22. Pats 'oi' Day, Fiction: Cow's Boil Up, Mog and Gom Book 35: Coin in the Well	
Tuesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	oo (long) Letter recognition and recall for the vowel digraph oo	oo mnemonic card
	Practise	Blending for reading too, zoo, boot, hoof, zoom, cool, food, root, moon	flash cards sets (+oo)
		Apply	Read/write the sentence 'I can zoom to the moon.'
	Readers	Phase 3 Pocket Rockets 16. Duck Poo, Fiction: Look at my things	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	oo (short) Letter recognition and recall for the vowel digraph oo	oo mnemonic card
	Practise	Blending for reading look, foot, cook, good, book, took, wood, wool, hook, hood	flash cards sets (+oo)
		Apply	Read/write the sentence 'I hung my coat on the hook.'
	Readers	Phase 3 Pocket Rockets 17. The Duck and Cat Book, Mog and Gom Book 36: Mood for Food	
Thursday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	ow Letter recognition and recall for the vowel digraph ow	ow mnemonic card
	Practise	Blending for reading now, down, owl, cow, how, town	alphabet frieze, pointer flash cards sets 1-5 (+ow)
		Segmenting for spelling - Full circle	list of words, magnetic whiteboards and letters
		Apply	Read/write the sentence 'Did you see the owl in the town?'
	Readers	Phase 3 Pocket Rockets 21. The How To Book, Non-fiction: At the Zoo, Mog and Gom Book 37: Pip and the Owl	
Friday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Practise	Blending for reading a mix of words with all previously learnt GPCs	flash cards sets 1-5 + tricky words
	Apply	Read/write the sentence 'Do not cook the food in the oil.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading	mnemonic cards flash cards

Continue practising the Alphabet song every day until all letter names are secure.



Week 3: ar, air, ear Introduce: spelling two-syllable words

Resources

Monday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	ar Letter recognition and recall for the vowel digraph ar	ar mnemonic card
	Practise	Blending for reading bar, car, bark, card, cart, hard, jar, park, market	flash cards sets (+ar)
	Apply	Read/write the sentence 'The farm has a cart in the yard.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 18. A Hard Day for Bad Bot, Mog and Gom Book 38: Food in the Cart	
Tuesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	air Letter recognition and recall for the vowel digraph air	air mnemonic card
	Practise	Blending for reading air, fair, hair, lair, pair,	flash cards sets (+air)
	Apply	Read/write the sentence 'The kid had fair hair.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 24. The Too Long Hair, Mog and Gom Book 39: The Haircut	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	ear Letter recognition and recall for the vowel digraph ear	ear mnemonic card
	Practise	Blending for reading ear, dear, fear, hear, gear, near, tear, year, rear, beard	flash cards sets (+ear)
		Segmenting for spelling - Quick-write words	phoneme frames, pens or magnetic letters
	Apply	Read/write the sentence 'I hear with my ear.'	whiteboard/pen, paper/pencil
	Readers	Phase 3 Pocket Rockets 23. FEAR, Mog and Gom Book 40: Shark in the Park	
Thursday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Introduce	Spelling two-syllable words NEW	(instructions page 10) whiteboard, pen
	Practise	Blending for reading a mix of words with all previously learnt GPCs	flash cards all previous sets + tricky
		Segmenting for spelling - Full circle	list of words, magnetic whiteboards and letters
	Apply	Read/write the sentence 'I see a cow in the farmyard.'	whiteboard/pen, paper/pencil
Friday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Practise	Blending for reading a mix of words with all previously learnt GPCs	flash cards sets up to oi + tricky words
	Apply	Read/write the sentence 'I can hear an owl hoot at night.'	whiteboard/pen, paper/pencil
	Assess	GPCs letter names Blending for reading	mnemonic cards alphabet frieze, pointer flash cards

Continue practising the Alphabet song every day until all letter names are secure.



Week 4: ear, air, ure, er			Resources
Monday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	ur Letter recognition and recall for the vowel digraph ur	ur mnemonic card
	Practise	Blending for reading	
		fur, burp, curl, hurt, surf, turnip Tricky word was	flash cards sets (+ur) and (was)
	Segmenting for spelling - Quick-write words		phoneme frames, pens or magnetic letters
	Apply	Read/write the sentence 'Look at the curl on the surf.'	whiteboard/pen, paper/pencil
Readers			Phase 3 Pocket Rockets 20. Turnips and Curds, Mog and Gom Book 41: King Earon
Tuesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	or Letter recognition and recall for the vowel digraph or	or mnemonic card
	Practise	Blending for reading	
		for, fork, cord, cork, sort, born, worn, fort, torn, cornet	flash cards sets (+or)
	Apply	Read/write the sentence 'A fork is in the cork.'	whiteboard/pen, paper/pencil
Readers			Phase 3 Pocket Rockets 19. The Zork
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	ure Letter recognition and recall for the vowel digraph ure	ure mnemonic card
	Practise	Blending for reading	
		lure, pure, cure, secure, manure Tricky word they	flash cards sets (+ure) and (they)
	Apply	Read/write the sentence 'They put manure in the cart.'	whiteboard/pen, paper/pencil
Readers			Phase 3 Pocket Rockets 25. Get a Zork for Sure, Non-fiction: On the Farm , Mog and Gom Book 42: A Rock for Gom
Thursday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards, phase 2 & 3 phoneme balls
	Teach	er Letter recognition and recall for the <i>schwa</i> sound er	er mnemonic card
	Practise	Blending for reading	
		hammer, letter, ladder, supper, dinner, boxer, better, summer	flash cards sets (+er), phase 3 word ball
	Apply	Read/write the sentence 'The farmer got a cow in the summer.'	whiteboard/pen, paper/pencil
Readers			Phase 3 Pocket Rockets 26. No Never!, Fiction: The Letter
Friday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Apply	Read/write the sentence 'They had a pear for dinner.'	whiteboard/pen, paper/pencil
	Assess	GPCs Letter names Blending for reading	mnemonic cards alphabet frieze, pointer flash cards
Weeks 5-6: Revisit, Review, Practise, Apply, Assess			New tricky word: are
New Readers Phase 3 Reading Books (LT38) Revisit Readers Pocket Rockets , L&S Readers			

Continue practising the Alphabet song every day until all letter names are secure.

Blending for reading CVCC, CCVC & CCCVC words

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, children get to know them ‘at a glance’. Once this happens, they should be encouraged to read them automatically when they encounter them in text, rather than continuing to blend them aloud (because they feel that this is what is required). They should continue, however, to use overt and ultimately silent blending for those words which are unfamiliar.

Teach blending for reading CVCC words

1. Write or display a CVC word on the whiteboard using magnetic letters which can be extended by one consonant to become a CVCC word (e.g. tent).
2. Cover the final consonant and ‘sound-talk’ and blend the first three graphemes (e.g. t-e-n ten).
3. Ask the children to do the same.
4. Sound-talk the word again, t-e-n and as you say the n, reveal the final consonant and say -t tent.
5. Repeat 4 with the children joining in.
6. Repeat with other words such as bend, mend, hump, bent, damp.

Teach blending for reading CCVC words

1. Write or display a CCVC word on the whiteboard using magnetic letters which can be become a CVC word when the first letter is covered (e.g. spot).
2. Cover the first letter and read the CVC word remaining (e.g. pot).
3. Reveal the whole word and point to the first letter and all say it together (e.g. ssssss) holding the sound as you point to the next consonant and slide them together and continue to sound-talk and blend the rest of the word.
4. Repeat with other words beginning with s (e.g. spin, speck, stop).
5. Move on to words where the initial letter sound cannot be sustained (e.g. trip, track, twin, clap, glad, gran, grip).

Teach blending for reading CCCVC words

1. Write a CCCVC word on the whiteboard or use giant magnetic letters (e.g. split).
2. Point to the first letter and all say it together (e.g. ssssss). Point to the next consonant and slide them together and continue to sound-talk and blend the rest of the word.
3. Repeat with other words beginning with CCC (e.g. scrap, sprint, scrunch).

Phase 4a Phonic Progression



Spelling

Week	Patterns	Letters	Word Building Examples	Tricky Words
1	CVCC words	-st -sk -nd -lt -mp-lp -nt -lf -nk -lk -ft -xt -pt	Containing Phase 2 letters: best, felt, gulp, just, it's, went, gust, husk, jump, kept, lamp, land, lost, help	Reading: there, so, were
		Containing Phase 3 graphemes: burnt, champ, chimp, chunk, joint, point, paint, thank, think	Spelling: he, she, we, me, be	
		Polysyllabic words: collect, golfer, hamster, children, pondweed, sandwich, shampoo, shelving, windmill, under, sister, September		
2	CCVC words	tr- sl- dr- st- br- sm- cr- tw- bl- sc- fl- sk-	Containing Phase 2 letters: from, crack, drop, flag, twin, trip, glad, plan, pram, skill, sniff, spin, spot	Reading: like
		Containing Phase 3 graphemes: black, blurb, bring, broom, brown, clear, creep, croak, droop, green	Spelling: was, you	
		Polysyllabic words: crashes, creeping, starlight, fresher, freshest, smelling, snooping, sportsmen		
3	CCVCC words	-nch thr- shr-	Containing Phase 2 letters: blend, blink, brand, cramp, crept, crust, drink, dwelt, frost, grand,	Reading: have, what
		Containing Phase 3 graphemes: clench, crunch branch, lunch, drench, flinch, spoilt, stench, thrust	Spelling: they, all, are	
		Polysyllabic words: blanket, crunching, drifted, shrinking, twister, twisting, thrilling, thunderstorm		
4	CCCVC CCCVCC words	scr- str- spl-	Containing Phase 2 letters: scrap, scrub, splat, spring, sprints, strap, strict, string, script	Reading: do, come, some
		Containing Phase 3 graphemes: screech, screen, strain, street, strong	Spelling: my, her	
		Polysyllabic words: scrunches, splashes, splendid		
5-6 Revisit, Review, Summative Assessment				

Phase 4a daily lesson plan:

It is recommended that core phonics lessons last for up to 30 minutes a day.

Revisit



mnemonic cards

Teach



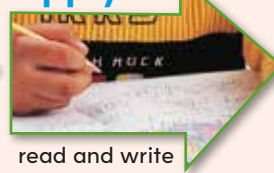
phoneme frames

Practise



flash cards

Apply



read and write sentences

At home



fully decodable readers



Week 1: cvcc words

Resources

Monday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading cvcc words	whiteboard (instructions page 28)
	Practise	Blending for reading Tricky word there went, help, just, tent, belt, hump, band, best, lost	flash cards (cvcc) + (there)
	Apply	Read/write the sentence 'I lost my best hat.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 1. The Biggest Bag of Junk, Fiction: Camp at the Pond, Mog and Gom Book 43: A Cure for Bob	
Tuesday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling cvcc words	whiteboard (instructions page 5)
	Practise	Blending for reading Tricky word so dent, felt, gulp, lamp, wind, land, hump, camp, tent	flash cards (cvcc) + (so)
	Apply	Read/write the sentence 'It is fun to camp in a tent.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 2. The Best Zork, Non-fiction: Lost in the Woods	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	Spelling tricky words - he, she, we, be, me	whiteboard, pens (page 5)
	Practise	Blending for reading - polysyllabic words children, shampoo, helpdesk, sandpit, giftbox, shelter, windmill	flash cards (cvcc polysyllabic words) flash cards
	Apply	Read/write the sentence 'She had a sandwich in her lunchbox.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 3. Thunk Rock, Fiction: The Lost Nest	
Thursday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading cvcc words (+ phase 3)	whiteboard
	Practise	Blending for reading Tricky word were champ, shift, chest, shelf, tenth, joint, theft, boost, thump	flash cards sets (cvcc) + (were) whiteboards or paper, pens
	Apply	Read/write the sentence 'Milk is good for children's teeth.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 4. Boss of the Tent, Fiction: Golf Lesson	
Friday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling cvcc words (+ phase 3)	whiteboard
	Practise	Segmenting for spelling cvcc words - Quick-write words Spelling tricky words	phoneme frames, pens or magnetic letters whiteboards, pens
	Apply	Read/write the sentence 'I kept bumping into things in the dark.'	picture sentence matching, whiteboards
	Assess	GPCs Blending for reading (ccvc) Blending for reading polysyllabic words	mnemonic cards flash cards (cvcc) + tricky words (there, so, were) flash cards (cvcc polysyllabic)



Week 2: ccvc words			Resources
Monday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading ccvc words	whiteboard/pen, paper/pencil
	Practise	Blending for reading from, grip, stop, glad, spot, twin, frog, sniff, step, plum, plan	flash cards (ccvc)
	Apply	Read/write the sentence 'I went with my twin to get frogs.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 5. A Big Thrill, Non-fiction: Help	
Tuesday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling ccvc words	whiteboard
	Practise	Blending for reading gran, speck, swim, trip, clap, grab, drop, track, spin, flag, glass	flash cards (ccvc) + (like)
	Apply	Read/write the sentence 'I like to go on a trip with my Gran.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 6. Drat, Fiction: Green Tree Frog, Mog and Gom Book 44: The Missing Rock	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	Spelling tricky words - was, you	caption, whiteboard
	Practise	Blending for reading - ccvc polysyllabic words treetop, starlight, floating, freshness	flash cards (ccvc polysyllabic words)
	Apply	Read/write the sentence 'The light lit up the treetops.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 7. Grrr! Rat Pack! Non-fiction: Sport (extra tricky word snow in this book)	
Thursday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading ccvc words (+ phase 3)	whiteboard
	Practise	Blending for reading green, flair, clear, speech, fresh, trail, train, smear, steep, cream	flash cards (ccvc phase 3)
	Apply	Read/write the sentence 'I took a trip on a train.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 8. Stan and Spud, Fiction: The Culprit	
Friday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling ccvc words (+ phase 3)	whiteboard
	Practise	Blending for reading swing, thrill, clown, droop, spear, star, spoon, smell, creep, float	flash cards (ccvc phase 3)
	Apply	Read/write the sentence 'The clown did a trick.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading (ccvc) Blending for reading polysyllabic words	mnemonic cards flash cards (ccvc) + (have, like, some, come) flash cards (ccvc polysyllabic words)



Week 3: ccvcc words			Resources
Monday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling ccvcc words	whiteboard (instructions page 5)
	Practise	Blending for reading drank, stamp, blank, blend, trunk, stunt, graft, grant, blast	Tricky word have flash cards (ccvcc) + (have)
	Apply	Read/write the sentence 'Brent spent a week in Spain.'	matching words and pictures
	Readers	Phase 4 Pocket Rockets 9. Th Problem, Non-fiction: Dogs	
Tuesday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading ccvcc words	whiteboard (instructions page 28)
	Practise	Blending for reading grasp, slant, stand, crust, crisp, tramp, trend, grunt, trust, crept	Tricky words what* flash cards (ccvcc)
	Apply	Read/write the sentence: 'I can hear twigs snapping in the wind.'	picture sentence matching, whiteboards
	Readers	Phase 4 Pocket Rockets 10. Fearless Frank, Fiction: What is the Smell? Mog and Gom Book 45: Gom thanks Sid	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	Spelling tricky words - they, all, are	caption, whiteboard (instructions page 110)
	Practise	Blending for reading - polysyllabic words twisting, printer, driftwood	flash cards (ccvc polysyllabic words)
	Apply	Read/write the sentence: 'The driftwood floated in the pond.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 11. Clint and Clem Non-fiction: Frogs (extra tricky word <i>tadpole</i> in this book)	
Thursday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading ccvcc words (+ phase 3)	whiteboard
	Practise	Blending for reading crunch, drench, trench, Grinch, shrink, thrust	flash cards (ccvcc phase 3)
	Apply	Read the sentence: 'The Grinch drank a glass of green gloop.'	whiteboard/pen
	Readers	Phase 4 Pocket Rockets 12. Stomp Swish Grunt Fiction: Winter	
Friday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling ccvcc words (+ phase 3)	whiteboard
	Practise	Blending for reading crunch, drench, trench, Grinch, shrink, thrust	flash cards (ccvcc phase 3)
	Apply	Write the sentence: 'The thrush nest had three eggs in it.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading (ccvc) Blending for reading polysyllabic words	mnemonic cards flash cards (ccvcc) + (were, little, there, one) flash cards (ccvcc polysyllabic words)

* Mog and Gom series: 'what' is taught in phase 5b



Week 4: cccvcc words			Resources
Monday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading cccvc words	whiteboard (instructions page 28)
	Practise	Blending for reading Tricky words some, come spring, strap, string, scrap, street, scrunch	flash cards (cccvcc) + (some, come)
	Apply	Read/write the sentence: 'Some frogs sprung up from the scrub.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 13. The Little Scamp Fiction: Lunch	
Tuesday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling cccvc words	whiteboard (instructions page 5)
	Practise	Blending for reading Tricky words some, come scrap, strap, string, spring	flash cards (cccvcc) + (some, come)
	Apply	Read/write the sentence: 'Come and see my scrap of string.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 14. Trent the Trickster Non-fiction: Slugs and Snails	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	Spelling tricky words - my, her	caption, whiteboard
	Practise	Blending for reading - polysyllabic words twisting, printer, driftwood	flash cards (ccvcc polysyllabic words) flash cards (ccvc polysyllabic words)
	Apply	Read/write the sentence: 'A light started flashing on my printer.'	whiteboard/pen, paper/pencil
	Readers	Phase 4 Pocket Rockets 15. Scratch and Scram, Mog and Gom Book 46: A Gift for the Queen	
Thursday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading cccvcc words (+ phase 3)	whiteboard (instructions page 28)
	Practise	Blending for reading scrunch, street	flash cards (cccvcc phase 3) + (what)
	Apply	Read the sentence: 'The car screeched to a stop on the street.'	whiteboard/pen
	Readers	Phase 4 Pocket Rockets 16. Bust that Stress	
Friday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling cccvcc words (+ phase 3)	whiteboard
	Practise	Segmenting for spelling cccvcc words - Quick-write words Spelling tricky words	phoneme frames, letters whiteboard, pen
	Apply	Read/write the sentence: 'I had to sprint to the spring fair.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading (cccvcc)	mnemonic cards flash cards (cccvcc) + (do, when, out, what)

Week 5-6: Revisit, Review, Practise, Apply, Assess CVCC - CCCVCC words

Alternative spellings and pronunciations

Phases 4b & 5a introduces **one** new alternative **spelling** for a known phoneme each day.
(e.g. the new grapheme **ow** makes the same sound as the previously learnt phoneme /ou/.)

Phase 5b introduces **one** or **more** alternative **pronunciations** for a known grapheme each day.
(e.g. the grapheme **g** can make a /g/ sound as in **goat** or a /j/ sound as in **gem**)

Phases 5c, 5d & 5e introduces **multiple** alternative **spellings** for a known phoneme each day.
(e.g. the phoneme /ai/ can also be spelt **ay** as in **day**, **a-e** as in **made** and **a** as in **angel**.)

Introduce an alternative spelling/grapheme for a previously learnt phoneme (Phases 4b, 5a)

Revisit

1. Say the sound of the phoneme being taught e.g. /ch/.
2. Show the grapheme /ch/ mnemonic card that the children already know.
3. Ask the children to copy you as you repeat the phoneme. e.g. *ch... ch... ch... ch...*

Teach

4. Explain that we are learning today that the phoneme /ch/ can also be spelt tch.
5. Write **tch** on whiteboard.
6. Ask the children to copy you as you read the new grapheme **tch** (repeat 4 times).

Practise

7. Model sound-talk and blending to read a word that uses the new grapheme.
e.g. *p-a-tch, p-a-tch, patch.*
8. Ask the children to copy you as you sound talk then blend the word.
e.g. *p-a-tch, p-a-tch, patch.*
9. Repeat using the words *pitch, hatch*
10. Pupils practise sound talking then blending words that use the new grapheme. e.g. *itch, switch, twitch, scratch.*
11. Mix up the words and ask the children to read them - the aim is to work towards pupils reading them 'at a glance'.

Apply

12. Pupils read and write sentences which include words with the new grapheme
e.g. *I need to scratch my itch.*

Phase 4b Phonic Progression



Spelling

Week	Patterns	Letters	Decodable Readers	Tricky Words
1	Introducing word endings			
	word endings	-est	biggest, brightest, coolest, greenest, strongest	
		-ing	jumping, reflecting, painting, stitching, reporting	
2		-er	(schwa sound) never, finger, enter, driver, shower	one
	Introduce: Alternative pronunciations of grapheme -ed			
		-ed	('d') aimed, failed ('t') jumped, helped ('id') landed	
3	Introducing an alternative spelling/grapheme for a previously learnt phoneme			
	ch	-tch	itch, pitch, hatch, catch, switch, twitch, scratch	out about
	ee	-y	happy, family, silly, messy, funny, party	
4	ee	-ey	key, jersey, monkey, donkey, kidney, turkey, valley	
	v	-ve	serve, swerve, curve, have, live, forgive, massive	love
5	l	-le	bubble, single, puzzle, settle, handle, dribble, little	today says
6	Revisit, Review, Summative Assessment			

Introduce word endings at Phase 4b

Phase 4b word endings are taught the same way as two-syllable words - instructions on page 9.

Children do not need to be taught about suffixes at this stage. However, in the case of **-ed** it is a good idea to teach that **-ed** makes the past tense of a word. Without this awareness, children may, for example, spell hopped as hopt, played as plaid, grabbed as grabd and started as startid.

Teach alternative pronunciations of grapheme -ed

1. Write the graphemes '**d**' '**t**' '**id**' on the whiteboard as you make the sound for each.
2. Write the word **aimed** on the whiteboard and ask the children to sound-talk and read it.
3. Put a line under the ed and ask the children if it makes a '**d**' '**t**' or '**id**' sound.
4. Write the word **landed** on the whiteboard and ask the children to sound-talk and read it.
5. Put a line under the ed and ask the children if it makes a '**d**' '**t**' or '**id**' sound.
6. Write the word **jumped** on the whiteboard and ask the children to sound-talk and read it.
7. Put a line under the ed and ask the children if it makes a '**d**' '**t**' or '**id**' sound.
8. Explain to the children that the **-ed** makes the past tense word (that the events described took place in the past).
9. Say the sentence **Today I jump on the bed**. Ask the children to finish the same sentence starting with **Yesterday** instead of **Today**.



Weeks 1-6: Introduce 2 word endings a week (e.g. -er & -ed in week 2)			Resources
Monday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading words ending -er	whiteboard
	Practise	Blending for reading driver, shower, helper	4b flash cards + (one)
	Apply	Read/write the sentence: 'I had one carrot for dinner.'	whiteboard/pen, paper/pencil
	Readers	4b Fiction: Never Ever, Phase 4 Pocket Rockets 17. Splish, Splash, Splosh	
Tuesday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling -er	whiteboard
	Practise	Blending for reading: driver, shower, helper	4b flash cards
	Apply	Read/write the sentence: 'Never cook dinner in the shower.'	whiteboard/pen, paper/pencil
	Readers	4b Non-fiction: Ears, Phase 4 Pocket Rockets 18. What Do Bots Do? Mog and Gom Book 49: Wogom	
Wednesday	Revisit	All previously learnt GPCs from Phases 2 & 3	mnemonic cards
	Teach	Words ending with -ed make 'd', 't', 'id' sound	whiteboard, pen (instructions page 35)
	Practise	Blending for reading: (d) aimed, failed, tanned (t) jumped, helped, clipped (id) landed, needed, started	4b flash cards
	Apply	Read/write the sentences: 'The frog aimed and jumped. It landed on my head.'	whiteboard/pen, paper/pencil
	Readers	4b Fiction: Goblin in the Loft, Mog and Gom Book 50: Crash Landed	
Thursday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Blending for reading words ending -ed	whiteboard
	Practise	Blending for reading: (see above)	4b flash cards
	Apply	Read/write the sentences 'I failed my test. Dad helped me feel better.'	whiteboard/pen, paper/pencil
	Readers	Non-fiction: Milk	
Friday	Revisit	Grapheme recognition - GPCs from Phases 2 & 3	mnemonic cards
	Teach	Segmenting for spelling -ed	whiteboard
	Practise	Segmenting for spelling words - Quick-write words	phoneme frames, letters
	Apply	Read/write the sentence 'I needed shorter nails, so I clipped them.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading	mnemonic cards 4b flash cards

Phase 5a & 5b Phonic Progression



Weeks 1-2 Revisit, Review, Assess Phases 2, 3, 4

Week	Previous Spelling	New Spelling	Word Building Examples	Spelling Rule	Tricky
5a	Introduce: An alternative spelling for a previously learnt phoneme				
3	ow	ou	cloud, round, mouth, around, sound, about, out, our	rarely at the end of words	here
	ee	ea	beads, clean, dream, least, sea, treat, each, peach		your
	ai	ay	way, say, clay, play, praying, stay, Thursday, Saturday	ay used at end of word	ask
	igh	ie	denied, dries, flies, lie, pie, skies, spied, tie, cried, tried	review suffix -est	
4	oo/yoo	ue	(oo) blue, clue, glue, true (yoo) venue, rescue, Tuesday	ue used at end of words	
	oi	oy	boy, destroy, employ, enjoy, oyster, royal, toys, annoy		people
	or	aw	claws, dawn, draw, hawk, jigsaw, prawn, yawn, saw		oh
	ur	ir	birth, first, girl, quirk, sir, skirt, third, shirt, bird		Mr
	w	wh	wheel, which, whip, whirling, whisk, whisper, when		Mrs, Ms
5	f	ph	alphabet, dolphin, elephant, morph, phonics, sphinx		their
	or	au	astronaut, August, author, hauling, haunt, launch		
	oo/yoo	ew	(oo) chew, drew, flew, grew, screw (yoo) new, stew, few	ue, ew at end of words	
	oa	oe	toe, hoe, doe, foe, woe, goes, tomatoes		
	ee	ey	key, donkey, jockey, turkey, valley, kidney (revise from phase 4b)		water
6			Revisit, Review, Summative Assessment		
5b	ai	a-e	take, game, rake, snake, safe, same, flame, came, made	split digraph	
1	ee	e-e	these, even, theme, gene, scene, complete (teach prefix un-)	split digraph	
	igh	i-e	like, pine, ripe, shine, slide, prize, nice, five, side, while, time	split digraph	
2	oa	o-e	hope, hole, bone, phone, home, alone, those, stone, woke	split digraph	
	oo	u-e	June, tube, flute, prune, rude, rule	split digraph	
	yoo	u-e	huge, cube, tube, use, cute, fume	split digraph	want
			New phoneme /zh/ spellings: (si) vision (su) casual		what
3	Previous spelling with example	Introduce: Alternative pronunciations of graphemes:			
	c	cat	(s) accident, circus, face, pencil, space, surface, December		
	g	dog	(j) agile, cage, gent, gem, ginger, huge, magic, page, rage		
	ch	chip	(k) chemist, chord, chorus, Christmas (sh) parachute, chef		
	y	yell	(igh) by, dry (ee) crumbly, happy, messy (i) crystal, crypt, gym		
4	a	and	(ai) April, angel, lady (ar) after, father (o) want, wash, was, what		
	e	get	(ee) be, decent, frequent, he, me, secret, she, we		
	i	tin	(igh) blind, child, I'm, spider, wild, Friday (ee) happiness, laziness		
	o	got	(oa) go, no, only, most, so, October, November (u) Monday		
	u	but	(yoo) music, unicorn, unit (oo) July, duty (oo) full, pull, push, put		
5	ea	sea	(e) bread, deaf, feather, head, heaven, instead, meant, read		
	ie	tie	(ee) belief, brief, chief, married, relief, shield, thief		
	er	taller	(ur) Bernard, germ, her, herbs, jerk, perky, term, verb, person		
	ow	cow	(oa) blow, grow, low, rowing boat, snow, show, tow, window		
	ey	key	(ai) convey, grey, obey, prey, survey, they		
	ou	loud	(oo) group, soup, you (o) boulder, shoulder	(oo) could, would, should	
6			Revisit, Review, Summative Assessment		

* Spelling rules do not necessarily need to be taught at this stage but can be helpful to children when spelling words.

Phase 5c, 5d & 5e Phonic Progression



Week 1: Revisit, Review, Assess Phases 2, 3, 4, 5a, 5b

Week	Previous Spelling	word example	Alternative Spellings (previously learnt in blue)	Spelling Rule	Tricky
5c					
2	s	sit	(ss) class (c) cell (-se) horse (-ce) chance	c often used before e, i, y	once
	z	zip	(zz) puzzle (-se) browse (-ze) freeze		
3	ch	chip	(tch) catch (t) capture		
	sh	ship	(ch) chef (ti) station (ci) special (ss) mission		
	ng	king	(n(k)) think, bank, honk, blink, shrink		
	si	vision	(su) casual (ge) beige		
4	v	van	(ve) have, love, twelve	words never end in v	again
	k	kit	(c) cat (ck) kick (k-s) fox (ch) school	k spelt k before e, i, y	
	j	jet	(g) gem (-dge) hedge (-ge) change	words never end in j	
	h	hat	(wh) who, whole		
5	l	lap	(ll) fill (-le) little (-el) tunnel (-al) metal (-il) pencil	le most common word ending	
	r	ran	(rr) carrot (wr) wrap (rh) rhythm	wr only used at start of words	different
	n	nap	(nn) winning (kn) knight (gn) gnome		
	m	man	(mm) summer (-mb) climb (-mn) autumn	mb only used at end of roots	
6 Revisit, Review, Summative Assessment					
1	ai	rain	(ay) play (a-e) same (a) bacon (ea) break (ey) they	words never end in ai	5d
2	ee	tree	(ea) sea (e-e) these (y) very (ie) field (ey) key (e) be		
3	igh	high	(ie) pie (i-e) hive (y) cry (i) kind		eye
4	oa	boat	(oe) toe (o-e) hope (ow) grow		
	oi	join	(oy) boy, toy, joy, enjoy, annoy	oy used at end of words/roots	
	ow	cow	(ou) ground, out, about, mouth		house, mouse, hour
5	oo	food	(ue) true (ew) grew (u-e) rude	shoe, improve, move, through, two	
	yoo	venue	(ue) argue (ew) few (u-e) confuse		beautiful
6 Revisit, Review, Summative Assessment					
5e					
1	e	bed	(ea) head, bread, meant, weather, read		friend, any, many
	i	hit	(y) gym, symbol, system, mystery, pyramid		busy, pretty
	oo	took	(u) push, put, pull, useful (oul) could, would		
2	air	hair	(are) care, share (ear) wear, pear		where, parent
	ar	car	(al) half, calm, palm (a) drama, grass, after		laugh
	ear	near	(eer) beer, deer, steer (ere) here, severe		
3	or	corn	(au) author (aw) draw (ore) before	or often used after w	thought, call
	ur	turn	(ir) bird (er) term (or) word (ear) learn		work
4-6 Revisit, Review, Summative Assessment					



Week 3: ou, ea, ay, ie Introduce: Alternative spellings			Resources
Monday	Introduce	Alternative spelling for a phoneme	mnemonic cards (instructions page 34)
	Revisit	<i>All previously learnt GPCs from Phases 2 & 3</i>	mnemonic cards
	Teach	ou Letter recognition and recall for the grapheme ou	ow & ou mnemonic cards
	Practise	Blending for reading	
	Apply	out, about, cloud, scout, found, proud, sprout Tricky word here	flash cards set (ou) and (here)
		Read/write the sentence: 'Here comes a proud scout from the town.'	whiteboard/pen, paper/pencil
	Reader	Mog and Gom 55: Ouch!	
Tuesday	Revisit	<i>All previously learnt GPCs from Phases 2 & 3, ou</i>	(instructions page 5) whiteboard, pen
	Teach	ea Letter recognition and recall for the grapheme ea	ee & ea mnemonic cards
	Practise	Blending for reading sea, seat, bead, read, meat, treat, heap, least Tricky word your	flash cards set (ea) and (your)
	Apply	Read/write the sentence: 'I eat a heap of meat in the street.'	whiteboard/pen, paper/pencil
	Reader	Mog and Gom 56: Captain Mork	
Wednesday	Revisit	<i>All previously learnt GPCs from Phases 2 & 3, ou, ea</i>	mnemonic cards
	Teach	ay Letter recognition and recall for the grapheme ay	ai & ay mnemonic cards
	Practise	Blending for reading	
	Apply	delay, crayon, day, may, play, say, stray, clay, tray Tricky word ask	flash cards set (ay) and (ask)
		Read/write the sentences: 'Taylor played with the stray cat.' 'It took a day to spray the sailboat.'	whiteboard/pen, paper/pencil
	Reader	Mog and Gom 57: Ned Plays the Horn	
Thursday	Revisit	<i>All previously learnt GPCs from Phases 2 & 3, ou, ea, ay</i>	mnemonic cards
	Teach	ie Letter recognition and recall for the grapheme ie	igh & ie mnemonic cards
	Practise	Blending for reading pie, lie, tie, die, cried, tried, spied, fried, replied, denied	flash cards set (ie)
	Apply	Read/write sentences: 'I sighed when I lost my tie. I cried when I lost my pie.'	whiteboard/pen, paper/pencil
	Reader	Mog and Gom 58: Ned's Parrot	
Friday	Revisit	<i>All previously learnt GPCs from Phases 2 & 3, ou, ea, ay, ie</i>	mnemonic cards
	Practise	Blending for reading	flash cards - sets ou, ea, ay, ie + tricky
	Apply	Read/write the sentence: 'The stray cat spied a fried meat treat on the seat.'	whiteboard/pen, paper/pencil
	Assess	GPCs Blending for reading	mnemonic cards flash cards - sets ou, ea, ay, ie + tricky

Note on activities

Although a successful phonics programme should incorporate activities (for example, **matching words and pictures**) these activities do not form part of the core phonics sessions and should not be included at the expense of direct teaching. The core phonics session should not include turn-taking and should maximise opportunities for every child to practise blending for reading (and segmenting for spelling). Activities in this session should be sharply focused on the learning goal.

Blending for reading one-to-one or small group activities



LT39 Phase 2
LT40 Phase 3
LT41 Phase 4
LT42 Phase 5

LT29 Phase 2
LT30 Phase 3
LT31 Phase 4

LT17 Phase 2 (set 1)
LT18 Phase 2 (set 2)
LT19 Phase 3

LT20 Phase 3 (set 1)
LT21 Phase 3 (set 2)
LT22 Phase 4

LT47 Phase 3
LT48 Phase 4
LT49 Phase 5



LT43 Phase 3
LT44 Phase 4
LT45 Phase 5 (set 1)
LT42 Phase 5 (set 2)



LT51 Phase 3
LT52 Phase 4



LT54 Consonant & Digraphs
LT55 Long Vowels
LT56 Short & 'r' controlled



C01
C102, C106, C107
C103, C108, C109
C104, C110
C105, C111, C112, C113, C114

Smart Chute
Phase 2
Phase 3
Phase 4
Phase 5

Segmenting for spelling one-to-one or small group activities



LT06 Phase 2
LT07 Phase 3
LT09 Phase 5

SP31 Pack 1

SP33 Pack 3

A12 Alphabet arc

LT72 Phase 2
LT73 Phase 3
LT74 Phase 4
LT75 Phase 5

LT120 Encode

Mog and Gom resources

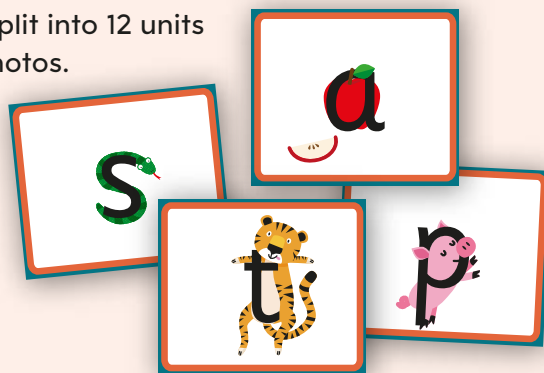
Mog and Gom resources use the same progression, but are split into 12 units instead of 5 phases and use picture mnemonics instead of photos.



MG50 Units 1-7
MG51 Units 8-12

MG54 Alphabet Frieze
MG55 Phoneme Frieze

MG52 Units 1-5
MG53 Units 6-12



Training for schools

Training is aimed at Reception and KS1 teachers and is appropriate for schools who are using the Letters and Sounds **The Code** Phonics Programme. This CPD can be delivered via Zoom or face to face as appropriate.

This training will:

- Give teachers and TAs confidence in phonics terminology, subject knowledge and best practice re the teaching of early reading.
- Explore practical strategies and effective routines to teach blending, segmenting, knowledge of GPCs and common exception words.
- Examine the Smart Kids Letters and Sounds Phonics Programme, including the teaching sequence, progression in phonics and assessment of pupil progress.
- Provide guidance on how best to support children who are at risk of falling behind the expected pace of the programme.

Training options for one school:

Free consultancy call to discuss bespoke CPD suitable for your school.

- Option 1: 3 hour session £595 (+VAT).
- Option 2: Whole day INSET £1275 (+VAT).

A menu of CPD packages are available including support for school leaders and phonics refresher training. Discounted rates are also available for groups of schools working together.

Please contact one of our training providers:



Dandelion Learning:

www.dandelionlearning.co.uk

info@dandelionlearning.org



Herts for Learning:

www.hertsforlearning.co.uk

training@hertsforlearning.co.uk



Hammond Education:

www.hammondeducation.co.uk

stephaniehammondeducation@gmail.com

Published by Smart Kids UK Ltd, 5 Station Road, Hungerford, Berkshire RG17 0DY, UK Copyright 2022 © Smart Kids Ltd.

All Rights Reserved. This publication may not be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Smart Kids.



The Code

Validated Decodable Books



Units

PHASE 2

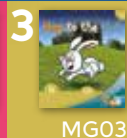
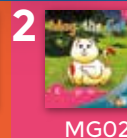
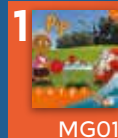
RECEPTION
AUTUMN 1st HALF

CVC Words. *s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss*

LT122
Phase 2
Fiction



LT132
Phase 2
Non-fiction



PHASE 3a

RECEPTION
AUTUMN 2nd HALF

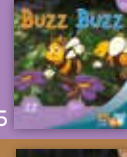
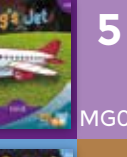
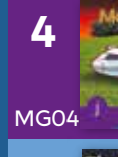
CVC Words. *j, v, w, x, y, z, zz, qu, ch, sh, th, ng*



LT123
Phase 3
Fiction



LT133
Phase 3
Non-fiction

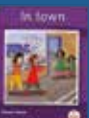
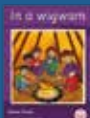
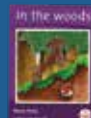


PHASE 3b

RECEPTION
SPRING 1st HALF

CVC Words. *ai, ee, igh, oa, oi, oo, ow, ar, air, ear, ur, or, ure, er*

LT38
Phase 3
Revist, Review, Revise
Set of 5 readers



PHASE 3c

RECEPTION
SPRING 2nd HALF

CVC Words and longer words with double letters (rabbit).

PHASE 4a

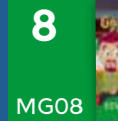
RECEPTION
SUMMER 1st HALF

Adjacent consonants and polysyllabic words.
CVCC - CCCVCC

LT124
Phase 4
Fiction



LT134
Phase 4
Non-fiction



PHASE 4b

RECEPTION
SUMMER 2nd HALF

Word ending: -est, -er, -ed (sounds like 'd', 't', 'id'), -tch, -y, -ey, -ing, -le

LT124b
Phase 4b
Fiction



LT134b
Phase 4b
Non-fiction



PHASE 5a

YEAR 1
AUTUMN 1st HALF

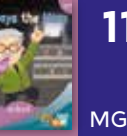
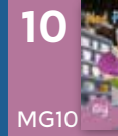
New spellings: *ou, ea, ie, ir, oy, ay, ey, aw, ue, wh, ph, ew, oe, au*



LT125
Phase 3
Fiction



LT135
Phase 3
Non-fiction

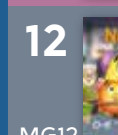
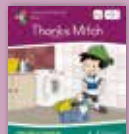


PHASE 5b

YEAR 1
AUTUMN 2nd HALF

a-e, e-e, i-e, o-e, u-e
Alt. pronunciations: *c, g, ch, y, a, e, i, o, u, ea, ie, er, ow, ou, ey*

LT137
Alternative Spellings
Consonant Digraphs



PHASE 5c

YEAR 1
SPRING 1st HALF

Alternative spellings:
s, z, v, k, j, h, l, r, n, m, ch, sh, ng, zh

LT138
Alternative Spellings
Long Vowel Sounds

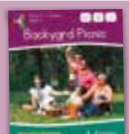


PHASE 5d

YEAR 1
SPRING 2nd HALF

Alternative spellings:
ai, ee, igh, oa, oi, ow, oo, yoo

LT139
Alternative Spellings
Short & 'r' Controlled Vowels



PHASE 5e

YEAR 1
SUMMER 1st HALF

Alternative spellings:
e, i, oo, air, ar, ear, or, ur

Pocket Rockets:

LT70 Phase 2 Pocket Rockets
Set of 180 (295mm x 95mm)

LT71 Phase 3 Pocket Rockets
Set of 182 (295mm x 95mm)

LT174 Phase 4 Pocket Rockets
Set of 180 (295mm x 95mm)

LT23 Phase 2 Rocket Readers
Set of 18 (210mm x 145mm)

LT24 Phase 3 Rocket Readers
Set of 26 (210mm x 145mm)

See inside books:

smartkids.co.uk

Printed in the UK

Reorder code LT151

ISBN 942-1-002413-98-7



9 421002 413987

