



Smart Kids

Letters and Sounds



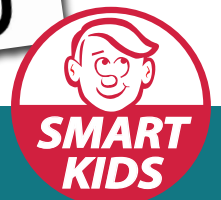
# The Code

## Phase 5

### Daily Phonics Planning



a complete systematic synthetic phonics programme



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## Phase 5a

1. /qu/ /ch/ /sh/ /th/ /ng/
2. /ai/ /ee/ /igh/ /oa/
3. /oi/ /oo/ /oo/ /ow/
4. /ar/ /air/ /ear/ /ur/ /or/

### Review

5. CVCC CCVC words
6. CCVCC Phase 3 phonemes

7. -ing **Transporting**

8. -est **The Coolest Bear**

Review (schwa) **Never Ever**

9. /d/ ed **Milk**

10. /t/ ed **Goblin in the Loft**

11. /id/ ed **T-Rex**

12. /ch/ tch **Chickenpox**

### Review

13. /ee/ y **Funfair at Night**

14. /ee/ ey **Family Fun Park**

15. /v/ ve **Marve**

16. /l/ le **Huggles**

### Review

17. /ow/ ou **Lost and Found**

18. /ee/ ea **Sweet Treats**

19. /ai/ ay **Playing with Clay**

Review Review

## Phase 5b

1. /igh/ ie **The Missing Pie**
2. /oo/ ue **My Annoying Dad**
3. /yoo/ ue **Having Fun with Card**
4. /oi/ oy **Joy's New Toy**

Review Alternative Spellings for **ue**

5. /or/ aw **The Astronaut**

6. /ur/ ir **The Injured Bird**

7. /w/ wh **The Wobbly Wheel**

8. /f/ ph **Phonics Lesson**

### Review

9. /or/ au **Aubrey's Tricks**

10. /oo/ ew **Newt Statue**

11. /yoo/ ew **Newt Statue**

12. /oa/ oe **Farmer Joe**

Review Alternative Spellings for **ew**

13. /ai/ a-e **The Parade**

14. /ee/ e-e **Robots Compete**

15. /igh/ i-e **Mike's Kite**

16. /oa/ o-e **Home Sick**

### Review

17. /oo/ u-e **The Huge Rocket**

18. /yoo/ u-e **Days of the Week**

19. /zh/ su **Stunts**

20. /zh/ si **Otters**

### Review

## Phase 5c

1. /s/ c **Picnic in Central Park**
2. /j/ g **Going to the Circus**
3. /sh/ ch **Chicken Eggs**
4. /k/ ch **Christmas Eve**

Review Alternative Spellings for **c**

5. /igh/ y **Lost at Sea**

6. /igh/ i **Christmas Island Crabs**

7. /ar/ a **Roy's Treat**

8. /oa/ o **Days of the Week**

9. /yoo/ u **Barbecue Rescue**

10. /e/ ea **Ben's Quest**

11. /ee/ ie **The Astronaut**

12. /ur/ er **Snail Race**

13. /oa/ ow **Fingers and Toes**

Review Alternative Spellings for **ie**

14. /oo/ ou **Fix-it Sue**

15. /i/ y **The Pyramid**

16. /ai/ a **Static Electricity**

17. /o/ a **Grandy's Party**

Review Alternative Spellings for **ow**

18. /ee/ e **Woolly Mammoth**

19. /oo/ u **Wheels**

20. /ai/ ey **Go, Go, Go**

21. /oa/ ou **Channel Surfer**

Review Alternative Spellings for **u**

## Phase 5d

1.-3. /l/ el al il **Basil likes to Travel**

4. /m/ mb mn **The Lost Lamb**

Review Alternative Spellings for **e**

5.-6. /s/ se ce **Mouse House**

7.-8. /z/ se ze **The Big Freeze**

Review Alternative Spellings for **ea**

9. /ch/ ture **Mitch's Day**

10.-12. /sh/ ti ci ssi **Food Mission**

Review Alternative Spellings for **i**

13. /ng/ n(k) **Thanks Mitch**

14. /zh/ ge **Binge Watch**

15.-16. /j/ dge ge **Aldridge the Elephant**

Review Alternative Spellings for **o**

17. /r/ wr wrist **The Little Wren**

18. /n/ kn **The Blue Knight**

19. /n/ gn **Knight and the Gnome**

20. /oo/ oul **My Annoying Dad**

Review Alternative Spellings for **ie**

## Phase 5e

1.-2. /air/ are ear **Mouse in the House**

3. /ar/ al **Backyard Picnic**

4. /ear/ eer **Ears**

Review Alternative Spellings for **ey**

5. /ear/ ere **Belvedere**

6. /or/ ore **Prize Tomatoes**

7.-8. /ur/ or ear **Worm Farm**

Review Alternative Spellings for **y**

9. /ai/ a ea **Joy at the Museum**

1.-11. /ai/ eigh aigh **Angel Bay**

12. /u/ o-e **Channel Surfer**

Review Alternative Spellings for **a**

13. /u/ ou **Unicorn Detective**

14. /air/ ere **The Haircut**

15. /s/ st sc **Mouse Castle**

16. /or/ oar **Lorna Likes to Draw**

Review Alternative Spellings for **ch**

17.-20. /or/oor a al augh our

## Book Sets:

**Phase 4b**  
**Letters and Sounds**

**Phase 5**  
**Daily Decodables**

**Phase 5 Fiction**  
**Letters and Sounds**

**Phase 5 Non-fiction**  
**Letters and Sounds**

**Long Vowel**  
**Alternative Spellings**

**Short and 'r' Controlled**  
**Alternative Spellings**

**Consonant Digraph**  
**Alternative Spellings**

**Consonant**  
**Alternative Spellings**



**The Code**

Smart Kids Letters and Sounds



# Lesson example

## Lesson 14 /oo/ ou

**Revisit** Alternative Spellings: /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**

Say the sound and point to the pictures for /oo/ **oo, ue, ew, u-e**

Invite the children to read: too, blew, chew, true, clue, flute, prune

**Teach** /oo/ can also be written **ou**

**Practise** Blending/segmenting: **y-ou, g-r-ou-p, s-ou-p**

**Apply** Read/Write: **You** were the first in the **group** to eat the **soup**.

Revisit



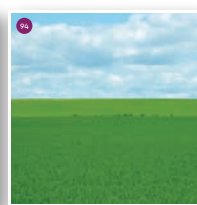
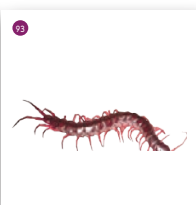
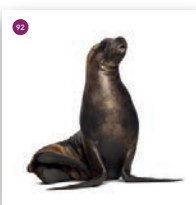
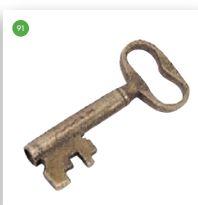
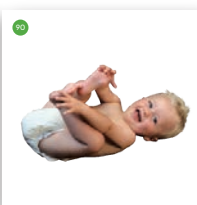
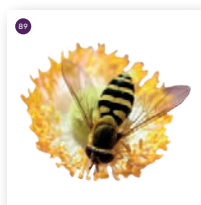
moon



soup

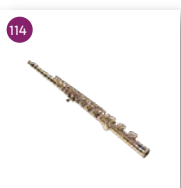
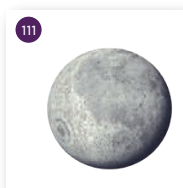
Teach

## Revisit



44 Sounds Cards (Product code: LT165) - /ee/ **ee, y, ey, ea, e-e, ie**

1. Say the sound and point to the pictures of previously learnt alternative spellings.  
e.g. /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**
2. Invite the children to read *flash cards* using these spellings.  
e.g. jeep, even, theme, happy, donkey, brief, field, shield
3. If the children need help show the sound button side of the flash card.
4. Display *alternative spelling cards* of the previously learnt spellings of the focus phoneme.



44 Sounds Cards (Product code: LT167)

/oo/ **oo, ue, ew, u-e**

5. Display *flash cards* using these spellings.  
e.g. **oo** too, zoo, **ew** blew, chew, **ue** clue, blue, **u-e** flute, prune

zoo

chew

prune

6. If the children need help show the sound button side of the flash card.



# Lesson example

## Lesson 14 /oo/ ou

**Revisit** Alternative Spellings: /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**

Say the sound and point to the picture for /oo/ **oo, ue, ew, u-e**

Invite the children to read: too, blew, chew, true, clue, flute, prune

**Teach** /oo/ can also be written **ou**

**Practise** Blending/segmenting: **y-ou, g-r-ou-p, s-ou-p**

**Apply** Read/Write: **You** were the first in the **group** to eat the **soup**.

Revisit



moon



soup

Teach

## Teach

1. Review the previous learnt spellings and word examples of the focus
2. phoneme (e.g. **oo** boot, **ue** blue, **ew** grew, **u-e** flute)  
Explain to the children that they will be learning a new way to spell the phoneme today.
3. Display the picture with the new spelling (e.g. ou soup).
4. Display flash cards with the new spelling and **blend** through the words.

115



soup

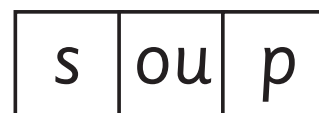
## Practise

you

group

soup

1. Mix up the cards and ask the children to read you the word as you show them the cards (e.g. **y-ou, g-r-ou-p, s-ou-p**).
2. Read a flash card with a new spelling, segmenting each word using your fingers to show each separate sound in the word. (e.g. **y-ou, g-r-ou-p, s-ou-p**). Identify each sound and blend each sound, running your finger underneath the graphemes as you go.
3. Now display a phoneme frame and model encoding the word,



## Apply

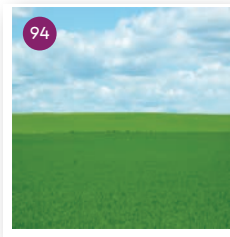
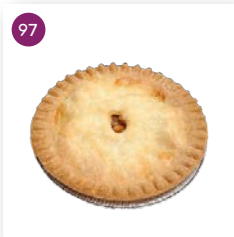
*You were the first in the group to eat the soup.*

1. Write the sentence on the whiteboard and have the children read it with you.
2. Rub the sentence off the whiteboard and dictate it to the children while they write it.

# Revision example

## Review 5c.2 Review alternative pronunciations for the grapheme **ie**

1. Select a set of cards, half illustrating one pronunciation of a grapheme and half the other.  
e.g. /igh/ pie, lie, tie, die, cried      /ee/ chief, brief, shield, priest
2. Display a picture with the first spelling (e.g. pie).
3. Ask the children to sound-talk and read the flash card.
4. Display a word with an alternative pronunciation (e.g. chief), sound-talk and read it using the incorrect pronunciation and therefore saying a nonsense word.
5. Discuss with the children which grapheme might be wrong (e.g. the **ie** in chief says /ee/).
6. Sound-talk the word again and read the word, this time correctly.
7. Draw a grid on your whiteboard and tell the children it is time to play “sort the sound”.
8. Use an adhesive putty to place the pictures to the whiteboard.
9. Display another flash card and ask the children to sound-talk and read the word.
10. Stick the flash cards on the whiteboard under the appropriate pictures.



lie

chief

tie

brief

die

shield

cried

priest



Phase 5 Alternative Pronunciation Flash Cards

(Product code: LT36)

Phases 5a-5e have 5 weeks of lessons followed by one week of revision. During the revision week each child should be assessed and their knowledge of GPCs, blending for reading and tricky words recorded.

## Lesson 1 qu ch sh th ng Tricky Words: to, the, no, go, I, into

Revisit	Say the sound and point to the picture for /qu/, /ch/, /th/, /ng/
Teach	Blending/segmenting: flashcards using focus phonemes eg. qu-i-ck, ch-a-t, th-i-n, r-i-ng
Practise	Reading and spelling tricky words: to, the, no, go, I, into
Apply	Read/Write: The rich king did a quiz.

## Lesson 2 ai ee igh oa Tricky Words: her, he, my, for, be, you

Revisit	Say the sound and point to the picture for /ai/, /ee/, /igh/, /oa/
Teach	Blending/segmenting: flashcards using focus phonemes e.g. r-ai-n, sh-ee-p, n-igh-t, r-oa-d
Practise	Reading and spelling tricky words: her, he, my, for, be, you
Apply	Read/Write: He might sail the boat next week.

## Lesson 3 oi oo oo ow Tricky Words: she, all, we, me, all

Revisit	Say the sound and point to the picture for /oi/, /oo/, /oo/, /ow/
Teach	Blending/segmenting: flashcards using focus phonemes e.g. f-oi-l, m-oo-n, l-oo-k, c-ow Practise reading and spelling tricky words: she, all, we, me, all
Apply	Read/Write: She took a coin to the zoo down town.

## Lesson 4 ar air ear ur or ure er Tricky Words: was, they

Revisit	Say the sound and point to the picture for /ar/, /air/, /ear/, /ur/, /or/, /ure/, /er/
Teach	Blending/segmenting: flashcards using focus phonemes E.G. f-ar-m, h-air, b-ear-d, t-ur-n, f-or-k, c-ure, k-er-b
Practise	Reading and spelling tricky words: was, they
Apply	Read/Write: A jar on my chair. My ear hurts. A burn on my shorts.

## Review 5a.1 All Phase 3 GPCs and tricky words

## Lesson 5 CVCC &amp; CCVC Words

Tricky Words: there, were

- Revisit** Say the sound and point to the picture for phase 3 GPCs /qu/, /ch/, /th/, /ng/
- Teach** Blending/segmenting: CVCC: w-e-n-t, h-e-l-p, j-u-s-t, c-a-m-p, t-e-n-t, b-e-l-t, d-e-n-t  
CCVC: f-r-o-m, s-p-o-t, f-r-o-g, f-l-a-g, t-w-i-n, p-l-u-m,
- Practise** CVCC, CCVC words and tricky words: th-ere, w-ere
- Apply** Read/Write: It is **best** not to **jump** on the bed.

## Lesson 6 CVCC - CCCVC Words

Tricky Words: like

- Revisit** Say the sound and point to the picture for phase 3 GPCs /ai/, /ee/, /igh/, /oa/
- Teach** Blending/segmenting: CVCC: j-o-i-n-t, b-oo-s-t, r-oa-s-t, t-oa-s-t, b-ea-s-t, b-ur-n-t  
CCVC: g-ree-n, fl-air, c-ear, s-pee-ch, tr-ail, tr-ain, c-low-n  
CCCVC s-p-r-i-ng, s-t-r-a-p, s-t-r-i-ng, s-c-r-a-p, s-t-r-ee-t
- Practise** CVCC-CCCVC words with phase 3 graphemes and tricky word: l-i-ke
- Apply** Read/Write: I have a **scrap** of **string** I picked up from the **street**.

## Lesson 7 Words with -ing

Tricky Word: have

- Revisit** Say the sound and point to the picture for phase 3 GPCs /oi/, /oo/, /oo/, /ow/
- Teach** Words that end -ing (add suffix as a chunk). Hear the syllable.
- Practise** Blending/segmenting: b-l-o-ck-ing, h-u-n-t-ing, p-o-i-n-t-ing, s-t-a-r-t-ing\*  
Blending/segmenting tricky word: h-a-ve
- Apply** Read/Write: I am **helping** my dad finish his sandwich.

## Lesson 8 Words with -est

Tricky Word: come

- Revisit** Say the sound and point to the picture for phase 3 GPCs /ar/, /air/, /ear/, /ur/, /or/, /ure/, /er/
- Teach** Words that end -est (add suffix as a chunk). Hear the syllable.
- Practise** Blending/segmenting: b-r-i-g-h-t-e-s-t, f-r-e-s-h-e-s-t, s-m-a-r-t-e-s-t, f-i-t-t-e-s-t, s-a-d-d-e-s-t\*  
Blending/segmenting tricky word: c-o-me
- Apply** Read/Write: I am **helping** my dad finish the **longest** sandwich.

## Review 5a.2 Schwa sound



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\* Included in Suffixes and Spelling Rules Flash Cards



## Lesson 9 /d/ ed

Revisit

**Revisit** Say the sound and point to the picture for phase 3 GPCs /qu/, /ch/, /th/, /ng/  
Say the sound and point to the picture for /d/

**Teach** That the word ending **ed** can sound like /d/

**Practise** Blending/segmenting: **b-a-ng-ed**, **b-oi-l-ed\***, ai-m-ed, f-ai-l-ed, t-a-nn-ed

**Apply** Read/Write: I **aimed** for the target but **failed** to hit it.



dog



aimed

Teach

## Lesson 10 /t/ ed

Revisit

**Revisit** Say the sound and point to the picture for phase 3 GPCs /ai/, /ee/, /igh/, /oa/  
Say the sound and point to the picture for /t/

**Teach** That the word ending **ed** can sound like /t/

**Practise** Blending/segmenting: **s-n-i-ff-ed**, **c-oo-k-ed\***, j-u-m-p-ed

**Apply** Read/Write: I **jumped** up and **helped** my dad.



tiger



jumped

Teach

## Lesson 11 /id/ ed

Revisit

**Revisit** Say the sound and point to the picture for phase 3 GPCs /oi/, /oo/, /oo/, /ow/  
Say and write the sounds for /i/ and /d/

**Teach** That the word ending **ed** can sound like /i/ /d/

**Practise** Blending/segmenting: **w-ai-t-e-d**, **ch-a-t-t-e-d\***, l-a-n-d-e-d, n-ee-d-e-d

**Apply** Read/Write: I **needed** a fork to **get started** on my dinner.

i-d



landed

Teach

## Lesson 12 /ch/ tch

Revisit

**Revisit** Say the sound and point to the picture for GPCs /ar/, /air/, /ear/, /ur/, /or/, /ure/, /er/  
Say the sound and point to the picture for /ch/ Read: chop, such

**Teach** /ch/ can also be written tch

**Practise** Blending/segmenting:

**c-a-tch**, **d-i-tch**, **f-e-tch**, **m-a-tch**, **c-r-u-tch**, **s-n-a-tch**, **s-n-i-tch\***

**Apply** Read/Write: I **fetch**ed the ball from the **ditch**.



cheese



watch

Teach

## Review 5a.3 Review alternative pronunciations for the grapheme oo



## Lesson 13

/ee/ y

Tricky word: one

Revisit

**Revisit** Alternative Spellings: (/d/, /t/, /id/) -ed /ch/ ch, tch

Say the sound and point to the picture for /ee/

Invite the children to read: tree, green, sleep

**Teach** /ee/ can also be written y**Practise** Blending/segmenting:

v-e-r-y, h-a-pp-y, f-u-nn-y, c-a-rr-y, h-air-y

Tricky word: one

**Apply** Read/Write: The baby is very happy.

bee



baby

Teach

## Lesson 14

/ee/ ey

Tricky word: are

Revisit

**Revisit** Alternative Spellings: (/d/, /t/, /id/) -ed /ch/ ch, tch

Say the sound and point to the picture for /ee/ ee, y

Invite the children to read: tree, green, sleep, very, happy, funny

**Teach** /ee/ can also be written ey Tricky word: are**Practise** Blending/segmenting:

t-r-o-l-l-ey, k-ey, v-a-l-l-ey, d-o-n-k-ey, j-o-ck-ey

**Apply** Read/Write: Dad left the car key in the trolley.

bee

key



Teach

## Lesson 15

/v/ ve

Revisit

**Revisit** Alternative Spellings: /ch/ ch, tch /ee/ ee, y, ey

Say the sound and point to the picture for /v/

Invite the children to read: van, velvet

**Teach** /v/ can also be written ve**Practise** Blending/segmenting:

h-a-ve, l-i-ve, f-or-g-i-ve, m-a-ss-i-ve

**Apply** Read/Write: Have you got a van you can give me?

van



give

Teach

## Lesson 16

/l/ le

Revisit

**Revisit** Alternative Spellings: /ch/ ch, -tch /ee/ ee, y, ey /v/ v, ve

Say the sound and point to the picture for /l/

Invite the children to read: lap, let

**Teach** /l/ can also be written le**Practise** Blending/segmenting:

l-i-t-t-le, b-u-b-b-le, s-i-n-g-le, p-u-z-z-le

**Apply** Read/Write: I picked the little apple off the tree.

lion



apple

Teach

## Review 5a.4

Review all new spellings and tricky words

## Lesson 17 /ow/ ou Tricky word: here

Revisit

- Revisit** Alternative Spellings: /ee/ **ee, y, ey** /v/ **v, ve** /l/ **l, le**  
 Say the sound and point to the picture for /ow/  
 Invite the children to read: **now, town, crown, growl** (phase 3)
- Teach** /ow/ can also be written **ou**  
 Tricky word: **h-ere**
- Practise** Blending/segmenting: **ou-t, a-b-ou-t, ou-r, l-ou-d-e-s-t, sh-ou-t, f-ou-n-d**
- Apply** Read/Write: **We are proud of our car. It is not loud.**



cow

house



Teach

## Lesson 18 /ee/ ea Tricky word: your

Revisit

- Revisit** Alternative Spellings: /v/ **v, ve** /l/ **l, le** /ow/ **ow, ou**  
 Say the sound and point to the picture for /ee/ **ee, y, ey**  
 Invite the children to read: **tree, green, sleep, very, happy, trolley, key**
- Teach** /ee/ can also be written **ea**  
 Tricky word: **y-our**
- Practise** Blending/segmenting: **s-ea, s-ea-t, l-ea-s-t, t-r-ea-t, f-ea-s-t, b-ea-t, t-ea-m**
- Apply** Read/Write: **Can we eat cream by the sea?**



bee

seal



Teach

## Lesson 19 /ai/ ay Tricky word: asked

Revisit

- Revisit** Alternative Spellings: /ee/ **ee, y, ey, ea** /v/ **v, ve** /l/ **l, le** /ow/ **ow, ou**  
 Say the sound and point to the picture for /ai/  
 Invite the children to read: **train, wait, aim, sail** (phase 3)
- Teach** /ai/ can also be written **ay**  
 Tricky word: **a-s-k-ed**
- Practise** Blending/segmenting: **d-ay, s-t-r-ay, m-ay, t-r-ay, c-r-ay-o-n, p-l-ay, a-w-ay**
- Apply** Read/Write: **We are playing so go away rain.**



snail

tray



Teach

## Review 5a.5 Review all new spellings and tricky words

## Lesson 1 /igh/ ie

Revisit

**Revisit** Alternative Spellings: /ee/ **ee, y, ey, ea** /v/ **v, ve** /l/ **l, le** /ow/ **ow, ou**

Say the sound and point to the picture for /igh/

Invite the children to read: **sigh, night, tight, sight, fight** (phase 3)

**Teach** /igh/ can also be written **ie**

**Practise** Blending/segmenting: **p-ie, t-ie, c-r-ie-d, t-r-ie-d, s-p-ie-s**

**Apply** Read/Write: **I found a dried plum in my pie.**



light



pie

Teach

## Lesson 2 /oo/ ue

Revisit

**Revisit** Alternative Spellings: /l/ **l, le** /ow/ **ow, ou** /igh/ **igh, ie**

Say the sound and point to the picture for /oo/

Invite the children to read: **moon, soon, zoo, boot** (phase 3)

**Teach** /oo/ can also be written **ue** Tricky word: **p-eo-p-le**

**Practise** Blending/segmenting: **b-l-ue, g-l-ue, t-r-ue, c-l-ue, v-a-l-ue, t-i-ss-ue**

**Apply** Read/Write: **I fixed the blue tray with glue.**



moon



glue

Teach

## Lesson 3 /yoo/ ue

Revisit

**Revisit** Alternative Spellings: /ow/ **ow, ou** /igh/ **igh, ie**

Say the sound and point to the picture for /oo/ **oo, ue**

Invite the children to read: **moon, soon, zoo, blue, glue, true**

**Teach** That the grapheme **ue** can also be pronounced (**yoo**)

**Practise** Blending/segmenting: **c-ue, d-ue, v-e-n-ue, ar-g-ue, r-e-s-c-ue**

**Apply** Read/Write: **It is hard to argue with a statue?**



glue

Tuesday

Teach

## Lesson 4 /oi/ oy Tricky word: people

Revisit

**Revisit** Alternative Spellings: /igh/ **igh, ie** /oo/ **oo, ue** /yoo/ **ue**

Say the sound and point to the picture for /oi/

Invite the children to read: **oil, join, coil, soil** (phase 3)

**Teach** /oi/ can also be written **oy**

**Practise** Blending/segmenting: **t-oy, j-oy, oy-s-t-er, a-nn-oy-i-ng** Tricky: **p-eo-p-le**

**Apply** Read/Write: **Toys bring people a lot of joy.**



coin



boy

Teach

## Review 5b.1 Review alternative pronunciations for the grapheme ue

## Lesson 5 /or/ aw Tricky word: oh

- Revisit** Alternative Spellings: /igh/ **igh, ie**, /oo/ **oo, ue** /yoo/ **ue** /oi/ **oi, oy**  
 Say the sound and point to the picture for /or/  
 Invite the children to read: **sort, order, born, morning** (phase 3)
- Teach** /or/ can also be written **aw**
- Practise** Blending/segmenting: **p-aw, c-l-aw, j-aw, l-aw-n, y-aw-n, s-aw, d-aw-n**
- Apply** Read/Write: **Oh, look at the big claws on that paw.**

Revisit



saw



Teach

## Lesson 6 /ur/ ir Tricky word: Mr

- Revisit** Alternative Spellings: /oo/ **oo, ue** /yoo/ **ue** /oi/ **oi, oy**, /or/ **or, aw**  
 Say the sound and point to the picture for /ur/  
 Invite the children to read: **fur, burn, burp, hurt** (phase 3)
- Teach** /ur/ can also be written **ir** Tricky word: **oh**
- Practise** Blending/segmenting: **g-ir-l, b-ir-d, sh-ir-t, sk-ir-t, f-ir-s-t, d-ir-t, ch-ir-p**
- Apply** Read/Write: **Mr Bird lost a button on his shirt.**

Revisit



Teach

## Lesson 7 /w/ wh Tricky word: their

- Revisit** Alternative Spellings: /oo/ **oo, ue**, /yoo/ **ue**, /oi/ **oi, oy**, /or/ **or, w**, /ur/ **ur, ir**  
 Say the sound and point to the picture for /w/  
 Invite the children to read: **will, web, wig, well** (phase 3)
- Teach** /w/ can also be written **wh** Tricky word: **Mr**
- Practise** Blending/segmenting: **wh-e-n, wh-i-ch, wh-i-s-p-er, wh-ir-l, wh-i-s-k**
- Apply** Read/Write: **When will we see their wheel.**

Revisit



Teach

## Lesson 8 /f/ ph

- Revisit** Alternative Spellings: /yoo/ **ue**, /oi/ **oi, oy**, /or/ **or, w**, /ur/ **ur, ir** /w/ **w, wh**  
 Say the sound and point to the picture for /f/  
 Invite the children to read: **fog, fit, fan** (phase 2)
- Teach** /f/ can also be written **ph** Tricky words: **Mrs, Ms**
- Practise** Blending/segmenting: **d-o-l-ph-i-n, e-l-e-ph-a-n-t, a-l-ph-a-b-e-t**
- Apply** Read/Write: **Is a dolphin smarter than an elephant?**

Revisit



Teach

## Review 5b.2 Review alternative spellings for the week

## Lesson 9 /or/ au

Revisit

**Revisit** Alternative Spellings: /ur/ **ur**, **ir** /w/ **w**, **wh** /f/ **f**, **ph**  
 Say the sound and point to the picture for /or/ **or**, **aw**  
 Invite the children to read: **or**n, **for**k, saw, paw

**Teach** /or/ can also be written **au**

**Practise** Blending/segmenting: l-**au**-n-ch, h-**au**-n-t-ed, a-s-t-r-o-n-**au**-t

**Apply** Read/Write: The astron**au**t waited for the rocket **lau**ch.



Teach

## Lesson 10 /oo/ ew

Revisit

**Revisit** Alternative Spellings: /oo/ **oo**, **ue** /yoo/ **ue**, /or/ **au**  
 Say the sounds and point to the pictures for /oo/ **oo**, **ue**  
 Invite the children to read: **too**, **zoo**, **boot**, **moon**, blue, glue

**Teach** /oo/ can also be written **ew**

**Practise** Blending/segmenting: b-l-**ew**, ch-**ew**, gr-**ew**, d-r-**ew**, f-l-**ew**

**Apply** Read/Write: The tree **grew** a lot in the spring.



Teach

## Lesson 11 /yoo/ ew

Revisit

**Revisit** Alternative Spellings: /oo/ **oo**, **ue** /yoo/ **ue**  
 Say the sounds and point to the pictures for /oo/ **oo**, **ew**  
 Invite the children to read: **boot**, **moon**, cue, venue blew, chew, grew, drew

**Teach** That the grapheme **ew** can also be pronounced /yoo/

**Practise** Blending/segmenting: s-t-**ew**, f-**ew**, n-e-ph-**ew**

**Apply** Read/Write: My nephew cooked a **stew**.



Teach

## Lesson 12 /oa/ oe Tricky Word: water

Revisit

**Revisit** Alternative Spellings: /or/ **or**, **au** /oo/ **oo**, **ew** /yoo/ **ue**, **ew**  
 Say the sound and point to the picture for /oa/  
 Invite the children to read: **coa**t, **goa**t, **loa**f, **roa**d (phase 3)

**Teach** /oa/ can also be written **oe** Tricky word: w-a-t-**er**

**Practise** Blending/segmenting: t-**oe**, f-**oe**, w-**oe**, g-**oe**-s, t-o-m-a-t-**oe**-s

**Apply** Read/Write: I stepped on a bag of **tomatoe**s.



Teach

## Review 5b.3 Review alternative pronunciations for the grapheme ew



## Lesson 13 /ai/ a-e

## Introduce Split Digraphs

- Revisit** Say the sound and point to the picture for /ai/ **ai**, **ay**  
 Invite the children to read: **wait**, **aim**, **sail**, **main**, play, tray
- Teach** /ai/ can also be written **a-e**
- Practise** **Blending/segmenting:** **came**, **made**, **make**, **same**, **snake**
- Apply** Read/Write: I **made** a **cake**.

Revisit



snail

cake



Teach

## Lesson 14 /ee/ e-e

- Revisit** Alternative Spellings: /ai/ **ai**, **ay**, **a-e**  
 Say the sound and point to the picture for /ee/ **ee**, **y**, **ey**, **ea**, **e-e**  
 Invite the children to read: **see**, **feet**, **jeep**, **week**, very, happy, donkey, turkey
- Teach** /ee/ can also be written **e-e**
- Practise** **Blending/segmenting:** these, Steve, even, theme, complete
- Apply** Read/Write: **These** are the pages you need to complete.

Revisit



bee

centipede



Teach

## Lesson 15 /igh/ i-e

- Revisit** Alternative Spellings: /ai/ **ai**, **ay**, **a-e** /ee/ **ee**, **y**, **ey**, **ea**, **e-e**  
 Say the sound and point to the picture for /igh/ **igh**, **ie**  
 Invite the children to read: **high**, **sigh**, **light**, **night**, pie, lie, tie
- Teach** /igh/ can also be written **i-e**
- Practise** **Blending/segmenting:** time, bike, slide, prize
- Apply** Read/Write: I got a **prize** for the best time in the **bike** ride.

Revisit



light

dice



Teach

## Lesson 16 /oa/ o-e

- Revisit** Alternative Spellings: /ee/ **ee**, **y**, **ey**, **ea**, **e-e** /igh/ **igh**, **ie**, **i-e**  
 Say the sound and point to the picture for /oa/ **oa**, **oe**  
 Invite the children to read: **coat**, **goat**, **loaf**, **road**, toe, hoe, woe
- Teach** /oa/ can also be written **o-e**
- Practise** **Blending/segmenting:** home, stone, explode, envelope
- Apply** Read/Write: The dog hid the **bone** under a **stone**.

Revisit



goat

bone



Teach

Review 5b.4 Review alternative spellings for the week **er** (schwa)

## Lesson 17 /oo/ u-e

Revisit

- Revisit** Alternative Spellings: /igh/ igh, ie, i-e /oa/ oa, oe, o-e  
 Say the sound and point to the picture for /oo/ oo, ue, ew  
 Invite the children to read: too, zoo, boot, moon, cue, venue, blew, chew
- Teach** /oo/ can also be written u-e
- Practise** Blending/segmenting: June, flute, rude, prune, rule
- Apply** Read/Write: I love the sound of the flute.



moon

/oo/ flute

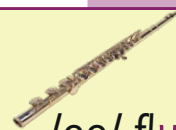


Teach

## Lesson 18 /yoo/ u-e

Revisit

- Revisit** Alternative Spelling: /yoo/ ue, ew  
 Say the sound and point to the picture for /oo/ oo, ue, ew, u-e  
 Invite the children to read: June, flute, rude, prune, rule
- Teach** That the grapheme u-e can also be pronounced /yoo/
- Practise** Blending/segmenting: cube, use, cute
- Apply** Read/Write: I used the cube as a seat.



/oo/ flute

/yoo/ cube



Teach

## Lesson 19 /zh/ su

- Revisit** Alternative Spellings: /oo/ oo, ue, ew, u-e /yoo/ ue, ew, u-e
- Teach** Say the sound and point to the picture for /zh/  
 /zh/ can be written su
- Practise** Blending/segmenting: c-a-su-al, u-su-al,
- Apply** Read/Write: Usually I win the treasure.

/zh/



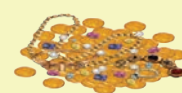
treasure

Teach

## Lesson 20 /zh/ si Tricky Word: what

Revisit

- Revisit** Alternative Spellings: /oo/ oo, ue, ew, u-e /yoo/ ue, ew, u-e  
 Say the sound and point to the picture for /zh/ su  
 Invite the children to read: casual, usual
- Teach** /zh/ can also be written si Tricky word: wh-a-t
- Practise** Blending/segmenting: v-i-si-o-n, o-cc-a-si-on
- Apply** Read/Write: Usually I win, but not on this occasion.



treasure

vision



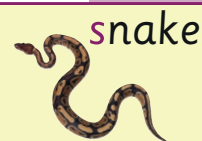
Teach

## Review 5b.4 Review alternative spellings for the week

## Lesson 1 /s/ c

- Revisit** Alternative Spellings: /oo/ oo, ue, ew, u-e /yoo/ ue, ew, u-e /zh/ si, su  
Say the sound and point to the picture for /s/ s, ss  
Invite the children to read: sat, sun, sip, sad, fuss, mess, boss (phase 2)
- Teach** /s/ can also be written c
- Practise** Blending/segmenting: c-e-ll, a-c-i-d, i-c-y
- Apply** Read/Write: It was an icy day in the city.

Revisit



Teach

## Lesson 2 /j/ g

- Revisit** Alternative Spellings: /zh/ si, su /s/ s, ss, c  
Say the sound and point to the picture for /j/  
Invite the children to read: jam, jacket, jet, jog (phase 3)
- Teach** /j/ can also be written g Tricky word: f-r-ie-n-d
- Practise** Blending/segmenting: g-e-n-t, g-y-m, g-e-m, m-a-g-i-c
- Apply** Read/Write: I hid the magic gem in my gym bag.

Revisit



Teach

## Lesson 3 /sh/ ch

- Revisit** Alternative Spellings: /zh/ si, su /s/ s, ss, c  
Say the sound and point to the picture for /sh/  
Invite the children to read: ship, shop, shed, shell (phase 3)
- Teach** /sh/ can also be written ch
- Practise** Blending/segmenting: ch-e-f, b-r-o-ch-ure
- Apply** Read/Write: The chef made a food brochure.

Revisit



Teach

## Lesson 4 /k/ ch

- Revisit** Alternative Spellings: /zh/ si, su /s/ s, ss, c /sh/ sh, ch  
Say the sound and point to the picture for /k/  
Invite the children to read: kid, kit, Ken (phase 2)
- Teach** /k/ can also be written ch
- Practise** Blending/segmenting: s-ch-ool, ch-e-m-i-s-t, ch-or-d, ch-or-u-s
- Apply** Read/Write: The school was closed on Christmas day.

Revisit



Teach

## Review 5c.1 Review alternative pronunciations for the grapheme C

## Lesson 5 /igh/ y

Revisit

- Revisit** Say the sound and point to the picture for /igh/ **igh**, **ie**, **i-e**  
 Invite the children to read: **high**, **sigh**, **light**, **night**, pie, cried, time, invite
- Teach** /igh/ can also be written **y** Tricky word: **eye**
- Practise** **Blending/segmenting: b-y, m-y, t-r-y, wh-y, d-r-y**
- Apply** Read/Write: **Try** to spot the **fly**.



light



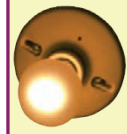
iron

Teach

## Lesson 6 /igh/ i

Revisit

- Revisit** Say the sound and point to the picture for /igh/ **igh**, **ie**, **i-e**, **y**  
 Invite the children to read: **high**, **sigh**, pie, cried, time, invite, try, my, by
- Teach** /igh/ can also be written **i**
- Practise** **Blending/segmenting: m-i-n-d, f-i-n-d, w-i-l-d, b-l-i-n-d**
- Apply** Read/Write: **A wild cat is hard to find.**



light



fly

Teach

## Lesson 7 /ar/ a

Revisit

- Revisit** Alternative Spellings: /igh/ **igh**, **ie**, **i-e**, **y**, **i**  
 Say the sound and point to the picture for /ar/  
 Invite the children to read: **bar**, **car**, **card**, **jar** (phase 3)
- Teach** /ar/ can also be written **a**
- Practise** **Blending/segmenting: f-a-s-t, p-a-th, p-a-ss, f-a-th-er, b-a-th**
- Apply** Read/Write: **My father passed me the pees.**

car



shark



raft

Teach

## Lesson 8 /oa/ o

Revisit

- Revisit** Alternative Spellings: /ar/ **ar**, **a**,  
 Say the sound and point to the picture for /oa/ **oa**, **oe**, **o-e**  
 Invite the children to read: **coat**, **goat**, **loaf**, **road**, toe, foe, bone, those
- Teach** /oa/ can also be written **o**
- Practise** **Blending/segmenting: n-o, s-o, g-o, d-o-n't, b-o-th**
- Apply** Read/Write: **Don't go near the volcano. It's going to blow.**



goat



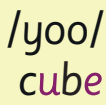
volcano

Teach

## Lesson 9 /yoo/ u

Revisit

- Revisit** Alternative Spellings: /oa/ **oa**, **oe**, **o-e**, **o**  
 Say the sound and point to the picture for /yoo/ **ue**, **ew**, **u-e**  
 Invite the children to read: hue, venue, stew, new, huge, cube, tube, use
- Teach** /yoo/ can also be written **u** Tricky word: **a-g-ai-n**
- Practise** **Blending/segmenting: u-n-i-t, u-n-i-c-or-n, m-u-s-i-c**
- Apply** Read/Write: **The unicorn liked human music.**

/yoo/  
cube

uniform

Teach

## Lesson 10 /e/ ea

Revisit

**Revisit** Alternative Spellings: /oa/ oa, oe, o-e, o /yoo/ ue, ew, u-e, u

Say the sound and point to the picture for /e/

Invite the children to read: get, pet, ten net

**Teach** /e/ can also be written ea

**Practise** **Blending/segmenting:** h-ea-d, d-ea-d, d-ea-f, r-ea-d-y

**Apply** Read/Write: The bread was ready to eat.



peg



bread

Teach

## Lesson 11 /ee/ ie

Revisit

**Revisit** Alternative Spellings: /yoo/ ue, ew, u-e, u /e/ e, ea

Say the sound and point to the picture for /ee/ ee, y, ey, ea, e-e

Invite the children to read: jeep, week, very, happy, donkey, turkey, even, theme

**Teach** /ee/ can also be written ie Tricky word: hour

**Practise** **Blending/segmenting:** ch-ie-f, b-r-ie-f, f-ie-l-d, sh-ie-l-d

**Apply** Read/Write: The chief of police found the thief.



bee



field

Teach

## Lesson 12 /ur/ er

Revisit

**Revisit** Alternative Spellings: /e/ e, ea, /ee/ ee, y, ey, ea, e-e, ie

Say the sound and point to the picture for /ur/ ur, ir

Invite the children to read: fur, burn, burp, hurt, bird, shirt, skirt

**Teach** /ur/ can also be written er Tricky word: w-or-k (not assessed)

**Practise** **Blending/segmenting:** s-u-pp-er, h-er, f-er-n, s-t-er-n

**Apply** Read/Write: The farmer grew herbs in her field.



surf



fern

Teach

## Lesson 13 /oa/ ow

Revisit

**Revisit** Alternative Spellings: /e/ e, ea, /ee/ ee, y, ey, ea, e-e, ie

Say the sound and point to the picture for /oa/ oa, oe, o-e, o

Invite the children to read: coat, goat, toe, foe, bone, those, no, go, both

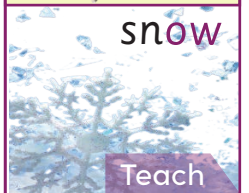
**Teach** /oa/ can also be written ow

**Practise** **Blending/segmenting:** l-ow, g-r-ow, s-n-ow, g-l-ow, t-ow.

**Apply** Read/Write: Dad towed a trailer full of snow.



goat



snow

Teach

## Review 5c.2 Review alternative pronunciations for the grapheme ie



## Lesson 14 /oo/ ou

**Revisit** Alternative Spellings: /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**

Say the sound and point to the picture for /oo/ **oo, ue, ew, u-e**

Invite the children to read: **too**, blew, chew, true, clue, flute, prune

**Teach** /oo/ can also be written **ou** Tricky word: **th-r-ough**

**Practise** Blending/segmenting: **y-ou, g-r-ou-p, s-ou-p**

**Apply** Read/Write: **You** were the first in the **group** to eat the **soup**.



Revisit

moon



soup

Teach

## Lesson 15 /i/ y

**Revisit** Alternative Spellings: /oa/ **oa, oe, o-e, o, ow** /oo/ **oo, ue, ew, u-e, ou**

Say the sound and point to the picture for /i/

Invite the children to read: it, sit, nip, pin

**Teach** /i/ can also be written **y** Tricky word: **p-r-e-tt-y**

**Practise** Blending/segmenting: **g-y-m, m-y-s-t-e-r-y, p-y-r-a-m-i-d**

**Apply** Read/Write: The **crystals** were in my **gym** bag.



Revisit

ink



gymnast

Teach

## Lesson 16 /ai/ a

**Revisit** Alternative Spellings: /oo/ **oo, ue, ew, u-e, ou** /i/ **i, y**

Say the sound and point to the picture for /ai/ **ai, ay, a-e**

Invite the children to read: **wait, aim, sail**, tray, play, say, came, made, make

**Teach** /ai/ can also be written **a**

**Practise** Blending/segmenting: **a-c-or-n, b-a-c-o-n, a-p-r-o-n**

**Apply** Read/Write: **Angel** liked **apricots** stuffed with **bacon**.



Revisit

snail



table

Teach

## Lesson 17 /o/ a

**Revisit** Alternative Spellings: /i/ **i, y** /ai/ **ai, ay, a-e, a**

Say the sound and point to the picture for /o/

Invite the children to read: got, on, not, pot

**Teach** /o/ can also be written **a**

**Practise** Blending/segmenting: **w-a-s, wh-a-t, w-a-sh, w-a-s-p**

**Apply** Read/Write: **Watch** out for that **wasp**!



Revisit

orange



wash

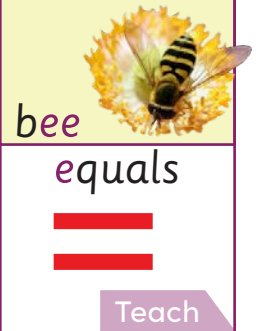
Teach

Review 5c.3 Review alternative pronunciations for the grapheme **ow**

## Lesson 18 /ee/ e

Revisit

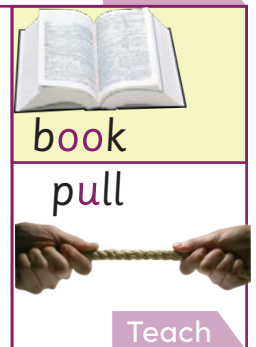
- Revisit** Alternative Spellings: /i/ i, y /ai/ ai, ay, a-e, a /o/ o, a  
Say the sound and point to the picture for /ee/ ee, y, ey, ea, e-e, ie  
Invite the children to read: jeep, very, happy, turkey, even, theme, chief, field
- Teach** /ee/ can also be written e Tricky word: sh-oe
- Practise** Blending/segmenting: h-e, m-e, sh-e, w-e, b-e
- Apply** Read/Write: She told me to begin my cake.



## Lesson 19 /oo/ u

Revisit

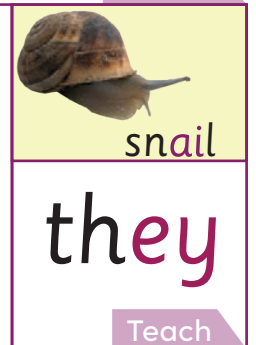
- Revisit** Alternative Spellings: /o/ o, a /ee/ ee, y, ey, ea, e-e, ie  
Say the sound and point to the picture for /oo/  
Invite the children to read: look, foot, book, wood (phase 3)
- Teach** /oo/ can also be written u Tricky word: t-wo
- Practise** Blending/segmenting: p-u-t, p-u-ll, p-u-sh, f-u-ll, b-u-sh
- Apply** Read/Write: Put the full bucket by the bush.



## Lesson 20 /ai/ ey

Revisit

- Revisit** Alternative Spellings: /ee/ ee, y, ey, ea, e-e, ie /oo/ oo, u  
Say the sound and point to the picture for /ai/ ai, ay, a-e, a  
Invite the children to read: sail, main, play, tray, came, made, acorn, bacon
- Teach** /ai/ can also be written ey
- Practise** Blending/segmenting: th-ey, g-r-ey, o-b-ey, p-r-ey, s-ur-v-ey
- Apply** Read/Write: They had to obey the teacher.



## Lesson 21 /oa/ ou

Revisit

- Revisit** Alternative Spellings: /oo/ oo, u /ai/ ai, ay, a-e, a, ey  
Say the sound and point to the picture for /oa/ oa, oe, o-e, o, ow  
Invite the children to read: coat, goat, toe, foe, bone, those, no, go, low, grow
- Teach** /oa/ can also be written ou
- Practise** Blending/segmenting: m-ou-l-d, sh-ou-l-d-er, b-ou-l-d-er
- Apply** Read/Write: I hurt my shoulder on a boulder.



## Review 5c.4 Review alternative pronunciations for the grapheme U

## Lesson 1 /l/ el

**Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey /oa/ oa, oe, o-e, o, ow, ou

Say the sound and point to the picture for /l/ l, le

Invite the children to read: lap, let, kettle, bottle, puddle

**Teach** /l/ can also be written el

**Practise** Blending/segmenting: l-e-v-el, m-o-d-el, p-a-n-el, t-u-nn-el

**Apply** Read/Write: I made a tunnel for my model train.



## Lesson 2 /l/ al

**Revisit** Alternative Spellings: /s/ s, c /j/ j, g

Say the sound and point to the picture for /l/ l, le, el

Invite the children to read: lap, let, kettle, bottle, puddle, level, model

**Teach** /l/ can also be written al Tricky word: o-n-ce

**Practise** Blending/segmenting: a-n-i-m-al, g-e-n-er-al, l-o-c-al

**Apply** Read/Write: My sick dog went to the animal hospital.



## Lesson 3 /l/ il

**Revisit** Alternative Spellings: /s/ s, c /j/ j, g

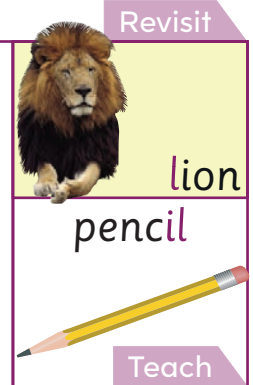
Say the sound and point to the picture for /l/ l, le, el, al

Invite the children to read: lap, kettle, bottle, puddle, level, model general, local

**Teach** /l/ can also be written il

**Practise** Blending/segmenting: f-o-ss-il, p-e-n-c-il, p-u-p-il, u-n-t-il

**Apply** Read/Write: The pupil held her pencil.



## Lesson 4 /m/ mb mn

**Revisit** Alternative Spellings: /l/ l, le, el, al, il

Say the sound and point to the picture for /m/

Invite the children to read: man, mat

**Teach** /m/ can also be written mb and mn

**Practise** Blending/segmenting: c-l-i-mb, c-o-mb, l-a-mb, l-i-mb, au-t-u-mn, c-o-l-u-mn

**Apply** Read/Write: The plumber found a comb in the pipe.



## Review 5d.1 Review alternative pronunciations for the grapheme e

## Lesson 5 /s/ se

**Revisit** Alternative Spellings: /l/ l, le, el, al, il /m/ m, mb, mn

Say the sound and point to the picture for /s/ s, c

Invite the children to read: sock, snake, icy, acid

**Teach** /s/ can also be written se

**Practise** Blending/segmenting: h-or-se, h-ou-se, m-ou-se, s-e-n-se

**Apply** Read/Write: I found a mouse in our house.

Revisit



Teach

## Lesson 6 /s/ ce

**Revisit** Alternative Spellings: /m/ m, mb

Say the sound and point to the picture for /s/ s, c, se

Invite the children to read: sock, snake, icy, acid, horse, house, mouse

**Teach** /s/ can also be written ce

**Practise** Blending/segmenting: p-r-i-n-ce, f-e-n-ce, b-ou-n-ce

**Apply** Read/Write: The prince liked to bounce on the bed.

Revisit



Teach

## Lesson 7 /z/ se

**Revisit** Alternative Spellings: /s/ s, c, se, ce

Say the sound and point to the picture for /z/ z, zz

Invite the children to read: zip, zebra, buzz, jazz

**Teach** /z/ can also be written se

**Practise** Blending/segmenting: ch-ee-se, ch-oo-se, n-oi-se, t-ea-se

**Apply** Read/Write: Please don't tease the mouse with cheese.

Revisit



Teach

## Lesson 8 /z/ ze

**Revisit** Alternative Spellings: /s/ s, c, se, ce

Say the sound and point to the picture for /z/ z, zz, ze

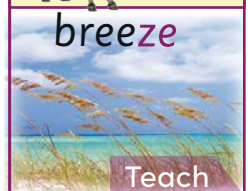
Invite the children to read: zip, zebra, buzz, jazz, cheese, choose, noise

**Teach** /z/ can also be written ze

**Practise** Blending/segmenting: b-r-ee-ze, f-r-ee-ze, s-n-ee-ze

**Apply** Read/Write: I am going to freeze in this breeze.

Revisit



Teach

## Review 5d.2 Review alternative pronunciations for the grapheme ea

## Lesson 9 /ch/ t(ure)

- Revisit** Alternative Spellings: /z/ **z, zz, ze** /oi/ **oi, oy**  
 Say the sound and point to the picture for /ch/ **ch, tch**  
 Invite the children to read: chop, such, hatch, patch, catch
- Teach** /ch/ can also be written **t(ure)**
- Practise** Blending/segmenting: **a-d-v-e-n-t-ure, c-a-p-t-ure, c-r-ea-t-ure**
- Apply** Read/Write: **I went on an adventure to capture a bug.**

Revisit



cheese

adventure



Teach

## Lesson 10 /sh/ ti

- Revisit** Alternative Spellings: /oi/ **oi, oy** /ch/ **ch, tch, t(ure)**  
 Say the sound and point to the picture for /sh/ **sh, ch**  
 Invite the children to read: ship, shell, chef, brochure
- Teach** /sh/ can also be written **ti**
- Practise** Blending/segmenting: **f-i-c-ti-o-n, n-a-ti-o-n, s-t-a-ti-o-n**
- Apply** Read/Write: **I went to the train station.**

Revisit



shell

station



Teach

## Lesson 11 /sh/ ci

- Revisit** Alternative Spellings: /or/ **or, aw, au** /ch/ **ch, tch, t(ure)**  
 Say the sound and point to the picture for /sh/ **sh, ch, ti**  
 Invite the children to read: ship, shell, chef, brochure, fiction, nation, station
- Teach** /sh/ can also be written **ci** Tricky word: **b-eau-t-f-u-l**
- Practise** Blending/segmenting: **f-a-ci-al, o-ff-i-ci-al, s-p-e-ci-al**
- Apply** Read/Write: **I got my mother a facial for a special treat.**

Revisit



shell

facial



Teach

## Lesson 12 /sh/ ssi

- Revisit** Alternative Spellings: /oo/ **oo, ue, ew, u-e, ou** /yoo/ **ue, ew, u-e, u**  
 Say the sound and point to the picture for /sh/ **sh, ch, ti, ci**  
 Invite the children to read: ship, chef, fiction, nation, station, facial, official
- Teach** /sh/ can also be written **ssi**
- Practise** Blending/segmenting: **m-i-ssi-o-n, p-a-ssi-o-n, s-e-ssi-o-n**
- Apply** Read/Write: **I went on a mission to find passion fruit.**

Revisit



shell

passion



Teach

## Review 5d.3 Review alternative pronunciations for the grapheme i



## Lesson 13 /ng/ n(k)

Revisit

**Revisit** Alternative Spellings: /ch/ **ch**, **tch**, **t(ure)** /sh/ **sh**, **ch**, **ti**, **ci**, **ssi**

Say the sound and point to the picture for /ng/

Invite the children to read: ring, song, wing, king

**Teach** /ng/ can also be written **n(k)**

**Practise** Blending/segmenting: **b-a-nk**, **b-l-i-nk**, **ch-u-n-k**, **j-u-n-k**,

**Apply** Read/Write: **The king had a pink sink.**



ring



sink

Teach

## Lesson 14 /zh/ ge

Revisit

**Revisit** Alternative Spellings: /sh/ **sh**, **ch**, **ti**, **ci**, **ssi** /ng/ **ng**, **n(k)**

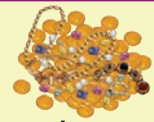
Say the sound and point to the picture for zh/ **su**, **si**

Invite the children to read: casual, usual, vision, division

**Teach** /zh/ can also be written **ge**

**Practise** Blending/segmenting: **b-a-rr-a-ge**, **c-o-ll-a-ge**, **m-a-ss-a-ge**

**Apply** Read/Write: **I need a foot massage.**



treasure

camouflage



Teach

## Lesson 15 /j/ dge

Revisit

**Revisit** Alternative Spellings: /ng/ **ng**, **n(k)** /zh/ **su**, **si**, **ge**

Say the sound and point to the picture for /j/ **j**, **g**

Invite the children to read: jam, jacket, gem, magic

**Teach** /j/ can also be written **dge**

**Practise** Blending/segmenting: **b-r-i-dge**, **e-dge**, **h-e-dge**, **j-u-dge**

**Apply** Read/Write: **I stood on the edge of the ridge.**



jam



hedge

Teach

## Lesson 16 /j/ ge

Revisit

**Revisit** Alternative Spellings: /zh/ **su**, **si**, **ge**

Say the sound and point to the picture for /j/ **j**, **g**, **dge**

Invite the children to read: jam, jacket, gem, magic, hedge, bridge, edge

**Teach** /j/ can also be written **ge**

**Practise** Blending/segmenting: **l-ar-ge**, **o-r-a-n-ge**, **h-i-n-ge**

**Apply** Read/Write: **I picked a large orange.**



jam

orange



Teach

## Review 5d.4 Review alternative pronunciations for the grapheme o

## Lesson 17 /r/ wr

- Revisit** Alternative Spellings: /j/ j, g, dge, ge  
Say the sound and point to the picture for /r/  
Invite the children to read: rat, rabbit
- Teach** /r/ can also be written wr Tricky word: d-i-ff-er-e-n-t
- Practise** Blending/segmenting: wr-a-p, wr-e-ck, wr-i-s-t, wr-o-ng
- Apply** Read/Write: Dad gave me the wrong wrap in my lunch.



## Lesson 18 /n/ gn

- Revisit** Alternative Spellings: /sh/ sh, ch, ti, ci, ssi /r/ r, wr  
Say the sound and point to the picture for /n/  
Invite the children to read: nip, nest
- Teach** /n/ can also be written gn Tricky word: th-ough-t
- Practise** Blending/segmenting: d-e-s-i-gn, gn-o-me, gn-aw, s-i-gn
- Apply** Read/Write: The gnome designed a sign.



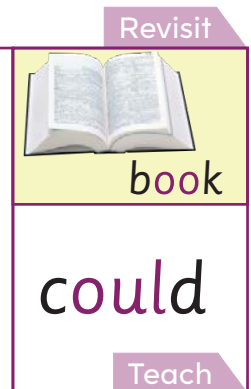
## Lesson 19 /n/ kn

- Revisit** Alternative Spellings: /sh/ sh, ch, ti, ci, ssi /r/ r, wr  
Say the sound and point to the picture for /n/ n, gn  
Invite the children to read: nip, nest, design, gnome, gnaw, sign
- Teach** /n/ can also be written kn
- Practise** Blending/segmenting: kn-ee, k-n-igh-t, kn-o-ck, kn-o-t
- Apply** Read/Write: I knocked on the knight's door.



## Lesson 20 /oo/ oul

- Revisit** Alternative Spellings: /ng/ ng, n(k) /n/ n, gn, kn  
Say the sound and point to the picture for /oo/ oo, u  
Invite the children to read: look, book, put, push
- Teach** /oo/ can also be written oul Tricky word: b-u-s-y
- Practise** Blending/segmenting: c-oul-d, sh-oul-d, w-oul-d
- Apply** Read/Write: I would have a rocket if I could.



## Review 5d.5 Review alternative pronunciations for the grapheme OU

## Lesson 1 /air/ are

**Revisit** Alternative Spellings: /ch/ **ch**, **tch**, **t(ure)** /oo/ **oo**, **u**, **oul**

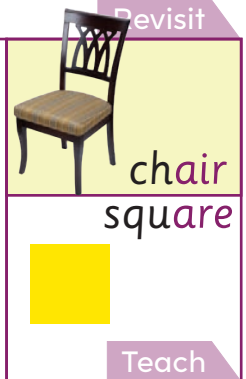
Say the sound and point to the picture for /air/

Invite the children to read: air, fair, hair, pair

**Teach** /air/ can also be written **are**

**Practise** Blending/segmenting: **c-are**, **d-are**, **f-are**, **r-are**, **sh-are**, **s-c-are**

**Apply** Read/Write: The vet took **care** of the **rare** bird.



## Lesson 2 /air/ ear

**Revisit** Alternative Spellings: /ee/ **ee**, **y**, **ey**, **ea**, **e-e**, **ie** /oo/ **oo**, **u**, **oul**

Say the sound and point to the picture for /air/ **air**, **are**

Invite the children to read: chair, fair, care, dare, fare, rare, share

**Teach** /air/ can also be written **ear**

**Practise** Blending/segmenting: **b-ear**, **p-ear**, **s-w-ear**, **t-ear**, **w-ear**

**Apply** Read/Write: I **swear** I did not eat the **pear**.



## Lesson 3 /ar/ al

**Revisit** Alternative Spellings: /igh/ **igh**, **ie**, **i-e**, **y**, **i** /air/ **air**, **are**, **ear**

Say the sound and point to the picture for /ar/ **ar**, **a**

Invite the children to read: car, fast, path, father

**Teach** /ar/ can also be written **al** Tricky word: **l-au-gh**

**Practise** Blending/segmenting: **al-m-o-n-d**, **c-al-f**, **c-al-m**, **h-al-f**

**Apply** Read/Write: He shared **half** an **almond** with me.



## Lesson 4 /ear/ eer

**Revisit** Alternative Spellings: /air/ **air**, **are**, **ear** /ar/ **ar**, **a**, **al**

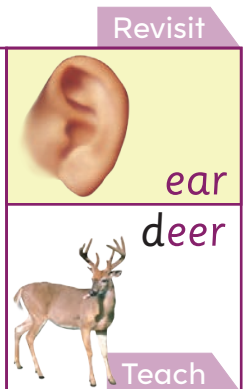
Say the sound and point to the picture for /ear/

Invite the children to read: gear, near

**Teach** /ear/ can also be written **eer**

**Practise** Blending/segmenting: **d-ear**, **j-ear**, **p-ear**, **sh-ear**, **s-t-ear**, **v-ear**

**Apply** Read/Write: The crowd **sneered** and **jeered**.



## Review 5e.1 Review alternative pronunciations for the grapheme ey

## Lesson 5 /ear/ ere

Revisit

**Revisit** Alternative Spellings: /oa/ oa, oe, o-e, o /ar/ ar, a, al

Say the sound and point to the picture for /ear/ ear, eer

Invite the children to read: gear, near

**Teach** /ear/ can also be written ere

**Practise** Blending/segmenting: h-ere, m-ere, s-e-v-ere, s-i-n-c-ere

**Apply** Read/Write: It is better to be sincere than severe.



ear

here

Teach

## Lesson 6 /or/ ore

Revisit

**Revisit** Alternative Spellings: /ar/ ar, a, al /ear/ ear, eer, ere

Say the sound and point to the picture for /or/ or, aw, au

Invite the children to read: torn, fork, saw, paw, launch, haunted

**Teach** /or/ can also be written ore

**Practise** Blending/segmenting: b-e-f-ore, c-ore, m-ore, s-t-ore

**Apply** Read/Write: I need to get more bread from the store.



fork



core

Teach

## Lesson 7 /ur/ or

Revisit

**Revisit** Alternative Spellings: /s/ s, ss, c, ture /or/ or, aw, au, ore

Say the sound and point to the picture for /ur/ ur, ir, er

Invite the children to read: burn, hurt, shirt, thirteen, fern, her

**Teach** /ur/ can also be written or

**Practise** Blending/segmenting: w-or-d, w-or-l-d, w-or-m, w-or-se

**Apply** Read/Write: That is the worst worm in the world.



surf



world

Teach

## Lesson 8 /ur/ ear

Revisit

**Revisit** Alternative Spellings: /sh/ ch, ti, ci, ssi /or/ or, aw, au, ore

Say the sound and point to the picture for /ur/ ur, ir, er, or

Invite the children to read: burn, thirteen, fern, her, world, word, worse

**Teach** /ur/ can also be written ear

**Practise** Blending/segmenting: ear-l-y, ear-th, h-ear-d, l-ear-n

**Apply** Read/Write: We got up early to search the earth.



surf

heard

Teach

## Review 5e.2 Review alternative pronunciations for the grapheme y

## Lesson 9 /ai/ ea

Revisit

- Revisit** Alternative Spellings: /or/ **or, aw, au, ore** /ur/ **ur, ir, or, ear**  
 Say the sound and point to the picture for /ai/ **ai, ay, a-e, a, ey**  
 Invite the children to read: main, play, tray, came, apron, baby, they, prey
- Teach** /ai/ can also be written **ea**
- Practise** Blending/segmenting: **b-r-ea-k, g-r-ea-t, s-t-ea-k**
- Apply** Read/Write: I had a **great steak** for dinner.



## Lesson 10 /ai/ eigh

Revisit

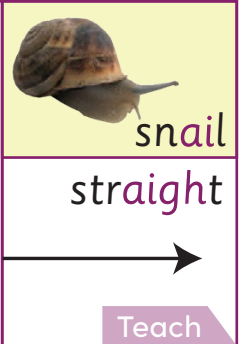
- Revisit** Alternative Spellings: /ur/ **ur, ir, or, ear**  
 Say the sound and point to the picture for /ai/ **ai, ay, a-e, a, ey, ai**  
 Invite the children to read: main, play, came, apron, they, break, great, steak
- Teach** /ai/ can also be written **eigh**
- Practise** Blending/segmenting: **eigh-t, f-r-eigh-t, w-eigh**
- Apply** Read/Write: I had to **weigh** my **freight**.



## Lesson 11 /ai/ aigh

Revisit

- Revisit** Say the sound and point to the picture for /ai/ **ai, ay, a-e, a, ey, ai, eigh**  
 Invite the children to read: main, play, came, apron, baby, they, prey  
 break, great, steak, eight, freight, neighbour, weigh
- Teach** /ai/ can also be written **aigh**
- Practise** Blending/segmenting: **s-t-r-aigh-t**
- Apply** Read/Write: I used a ruler to make a **straight** line.



## Lesson 12 /u/ o-e

Revisit

- Revisit** Alternative Spellings: /ai/ **ai, ay, a-e, a, ey, ai, eigh, aigh**  
 Say the sound and point to the picture for /u/  
 Invite the children to read: under, such
- Teach** /u/ can also be written **o-e**
- Practise** Blending/segmenting: **come, some, something**
- Apply** Read/Write: Can I **come** and bring you **something**?

Review 5e.3 Review alternative pronunciations for the grapheme **a**

## Lesson 13 /u/ ou

Revisit

**Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey, ai, eigh, aigh

Say the sound and point to the picture for /u/ u, o-e

Invite the children to read: under, some, come, something

**Teach** /u/ can also be written ou**Practise** Blending/segmenting: c-ou-p-le, c-ou-s-i-n, r-ou-gh, t-ou-ch**Apply** Read/Write: My cousin is a cross country runner.

umbrella



touch\*

Teach

## Lesson 14 /air/ ere

Revisit

**Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey, ai, eigh, aigh /u/ u, o-e, ou

Say the sound and point to the picture for /air/ air, are, ear

Invite the children to read: chair, fair, care, dare, fare, bear, pear, swear, tear

**Teach** /air/ can also be written ere Tricky word: i-m-p-r-o-ve**Practise** Blending/segmenting: n-o-wh-ere, th-ere, wh-ere**Apply** Read/Write: I could not find my toy anywhere.

chair



Teach

## Lesson 15 /s/ st sc

Revisit

**Revisit** Alternative Spellings: /u/ u, o-e, ou /air/ air, are, ear, ere

Say the sound and point to the picture for /s/ s, c, se, ce

Invite the children to read: sock, snake, icy, acid, horse, house, prince, fence

**Teach** /s/ can also be written st sc Tricky word: m-o-ve**Practise** Blending/segmenting: c-r-e-sc-e-n-t, sc-e-n-t, sc-ene, l-i-st-en, wh-i-st-le**Apply** Read/Write: The scent in the science lab was bad.

snake

science  
whistle

Teach

## Lesson 16 /or/ oar

Revisit

**Revisit** Alternative Spellings: /air/ air, are, ear, ere /s/ s, c, se, ce, st, sc

Say the sound and point to the picture for /or/ or, aw, au, ore

Invite the children to read: fork, cork, saw, paw, before, core, launch, haunted

**Teach** /or/ can also be written oar**Practise** Blending/segmenting: b-oar-d, oar, s-oar**Apply** Read/Write: The key was hidden under a board.

fork



oar

Teach

## Review 5e.4 Review alternative pronunciations for the grapheme ch



## Lesson 17 /or/ oor

Revisit

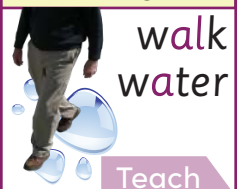
- Revisit** Alternative Spellings: /s/ s, c, se, ce, st, sc  
Say the sound and point to the picture for /or/ or, aw, au, ore, oar  
Invite the children to read: cork, saw, before, core, launch, board, soar, oar
- Teach** /or/ can also be written oor
- Practise** Blending/segmenting: f-l-oor, d-oor, p-oor
- Apply** Read/Write: The key to the door was hidden under a floorboard.



## Lesson 18 /or/ al a

Revisit

- Revisit** Say the sound and point to the picture for /or/ or, aw, au, ore, oar, oor  
Invite the children to read: torn, cork, before, core, more, saw, paw, launch, haunted, board, soar, oar, floor, door, poor
- Teach** /or/ can also be written al / a
- Practise** Blending/segmenting: al-l, s-m-al-l, t-al-k, w-al-k / w-a-t-er
- Apply** Read/Write: I always go for a walk by the water.



## Lesson 19 /or/ our

Revisit

- Revisit** Say the sound and point to the picture for /or/ or, aw, au, ore, oar, oor, al, a  
Invite the children to read: torn, cork, before, core, more, saw, paw, launch, haunted board, soar, oar, floor, door, poor, all, small, talk, walk, water
- Teach** /or/ can also be written our
- Practise** Blending/segmenting: c-our-se, c-our-t, f-our, p-our, y-our
- Apply** Read/Write: Your game is on the far court.



## Lesson 20 /or/ augh

Revisit

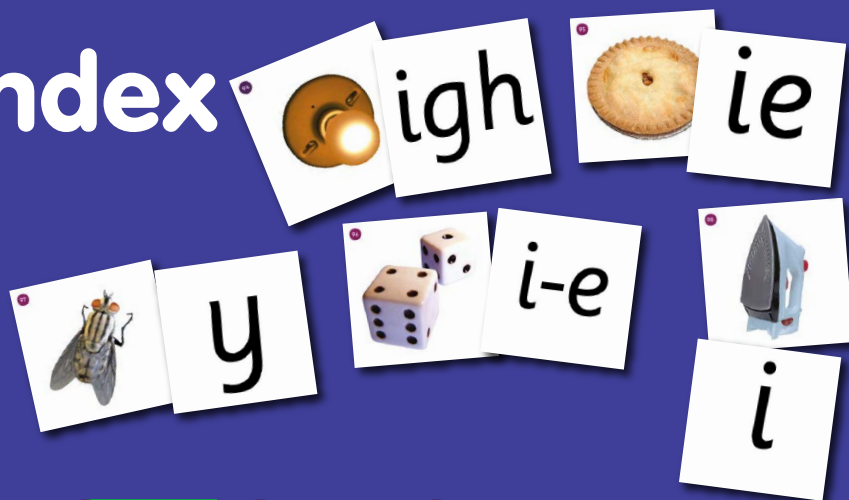
- Revisit** Say the sound and point to the picture for /or/ or, aw, au, ore, oar, oor, al, a  
Invite the children to read: torn, cork, paw, saw, launch, haunted, core, more, board, oar, floor, door, all, small, talk, walk, water, course, court, four, pour
- Teach** /or/ can also be written augh
- Practise** Blending/segmenting: c-augh-t, t-augh-t, d-augh-t-er
- Apply** Read/Write: I caught the ball my daughter threw.





44 Sounds Cards  
Mnemonic cards for phases 2-5e  
(Product code: LT167)

# Mnemonic Card Index



1 /b/	21 el	41 /t/	61 /th/	81 /ai/	101 /oa/	120 /ar/	138 /air/
2 /d/	22 al	42 ed	62 /th/	82 ay	102 oe	121 a	139 are
3 ed	23 il	43 /v/	63 /ng/	83 a-e	103 o-e	122 al	140 ear
4 /f/	24 /m/	44 ve	64 n(k)	84 a	104 o	123 /or/	141 ere
5 ff	25 mb	45 /w/	65 /zh/su	85 ey	105 ow	124 aw	142 ear
6 ph	26 mn	46 wh	66 /zh/si	86 ea	106 ou	125 au	143 eer
7 /g/	27 /n/	47 x	67 /zh/ge	87 eigh	107 /yoo/ue	126 ore	144 ere
8 /h/	28 gn	48 /y/	68 /a/	88 aigh	108 /yoo/ew	127 oar	145 /ure/
9 wh	29 kn	49 /z/	69 /e/	89 /ee/	109 /yoo/u-e	128 oor	146 /er/
10 /j/	30 /p/	50 zz	70 ea	90 y	110 /yoo/u	129 al	147 i-d
11 g	31 qu	51 se	71 /i/	91 ey	111 /oo/	130 a	<b>INDEX CARD</b> Sounds: Consonant Digraph Short Vowel Long Vowel 'r' controlled
12 dge	32 /r/	52 ze	72 y	92 ea	112 ue	131 our	
13 ge	33 wr	53 /ch/	73 /o/	93 e-e	113 ew	132 augh	
14 /k/	34 /s/	54 tch	74 a	94 ie	114 u-e	133 /ur/	
15 c	35 ss	55 t(ure)	75 /u/	95 e	115 ou	134 ir	
16 ck	36 c	56 /sh/	76 o-e	96 /igh/	116 /ow/	135 er	Phase 2 Phase 4 Phase 3 Phase 5
17 ch	37 se	57 ch	77 ou	97 ie	117 ou	136 or	
18 /l/	38 ce	58 ti	78 /oo/	98 i-e	118 /oi/	137 ear	
19 ll	39 st	59 ci	79 u	99 y	119 oy		
20 le	40 sc	60 ssi	80 oul	100 i			



# Mnemonic Card Index

44 Sounds Cards  
Mnemonic cards  
for phases 5c -5e  
(Product code: LT167)



1	ball	21	tunnel	41	tiger	61	feather	81	snail	101	goat	120	car	138	chair
2	dog	22	crystal	42	jumped	62	thumb	82	tray	102	toe	121	father	139	square
3	pulled	23	pencil	43	van	63	ring	83	cake	103	bone	122	palm	140	pear
4	fish	24	monkey	44	give	64	sink	84	table	104	volcano	123	fork	141	there
5	puff	25	thumb	45	web	65	treasure	85	they	105	snow	124	saw	142	ear
6	phone	26	autumn	46	whale	66	vision	86	break	106	boulder	125	saucer	143	deer
7	goat	27	nest	47	box	67	camouflage	87	eight	107	Tuesday	126	core	144	here
8	horse	28	gnome	48	yoyo	68	apple	88	straight	108	stew	127	oar	145	manure
9	whole	29	knight	49	zebra	69	egg	89	bee	109	cube	128	door	146	hammer
10	jam	30	pig	50	buzz	70	bread	90	baby	110	uniform	129	walk	147	landed
11	giraffe	31	queen	51	cheese	71	ink	91	key	111	moon	130	water		
12	hedge	32	rabbit	52	breeze	72	gymnast	92	seal	112	glue	131	four		
13	orange	33	write	53	cheese	73	orange	93	centipede	113	screw	132	caught		
14	key	34	snake	54	watch	74	wash	94	field	114	flute	133	surf		
15	cat	35	kiss	55	adventure	75	umbrella	95	equal	115	soup	134	bird		
16	clock	36	city	56	shell	76	come	96	light	116	cow	135	fern		
17	school	37	horse	57	machine	77	touch	97	pie	117	house	136	word		
18	lion	38	fence	58	station	78	book	98	dice	118	coin	137	heard		
19	bell	39	listen	59	facial	79	pull	99	fly	119	boy				
20	apple	40	scent	60	passion	80	could	100	iron						

Sounds:

Consonant

Digraph

Short Vowel

Long Vowel

'r' controlled



The Code

Smart Kids Letters and Sounds



# Notes on Assessment

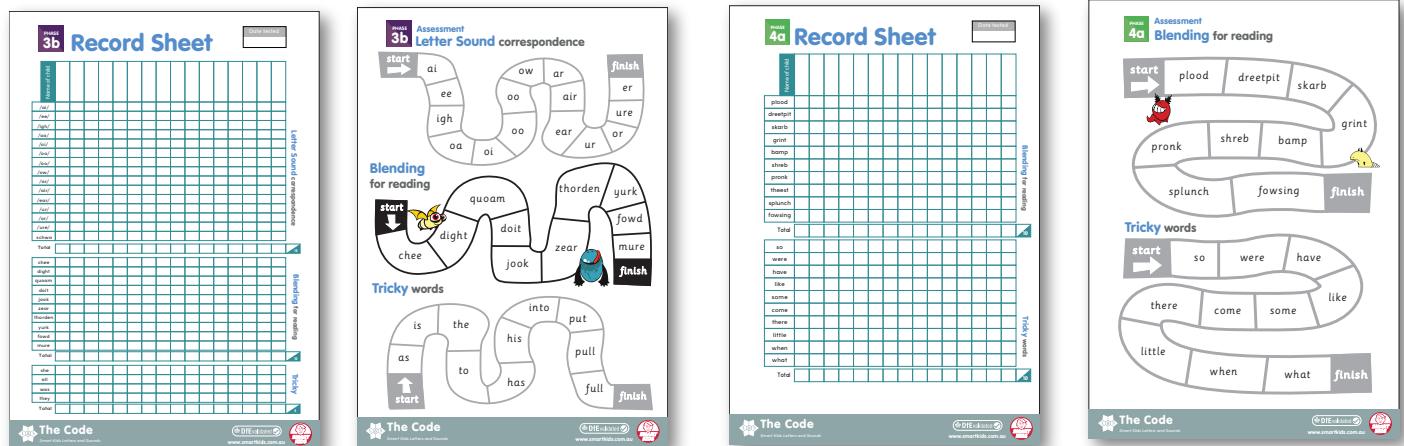
## Quick weekly assessments

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 Lesson. Results are recorded and the lowest 20% of children are identified for individual keep-up lessons.



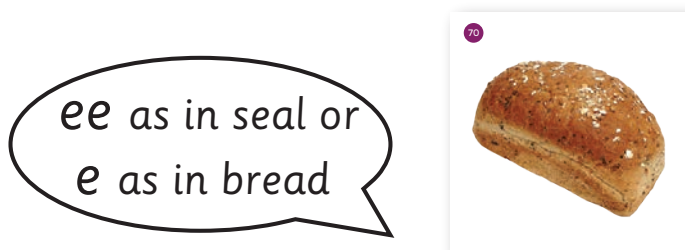
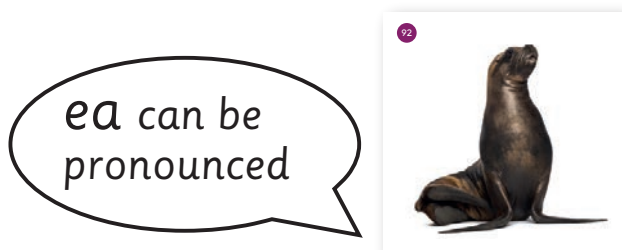
# Lesson Guidance

1. Remind the children when reading each grapheme that:

- two letters that make one sound is called a digraph
- three letters that make one sound is called a trigraph
- graphemes a-e, e-e, i-e, o-e, u-e are called split digraphs

2. If included and already taught, say the alternative pronunciations for the following graphemes:

<b>oo</b> /short oo/ or /long oo/	<b>ow</b> /ow/ or /oa/	<b>ea</b> /ee/ or /e/	<b>ou</b> /ow/ or /oo/	<b>y</b> /y/, /ee/ or /igh/
<b>ew</b> /long oo/ or /yoo/	<b>ue</b> /long oo/ or /yoo/	<b>u-e</b> /long oo/ or /yoo/	<b>u</b> /u/, /short oo/, /long oo/ or /yoo/	



3. Only the GPCs taught at Phases 5a-5c are covered by the Phase 5 flash cards. Words containing graphemes taught at other phases must be sourced from those flash cards sets. e.g. /ee/ **ee**, **e-e**, **y**, **ey**, **ea**, **ie**

jeep, week

even, theme

very, happy, donkey, turkey, sea, seat, chief, brief, field, shield

Phase 3  
Flash Cards  
(Product code: LT33)

Phase 5 Flash Cards  
Covers phases 5a-5b  
(Product code: LT35)

Phase 5 Alternative Pronunciation Flash Cards  
Covers phases 5c (not all spellings covered)  
(Product code: LT36)



At least one word from spellings learnt at previous phases are provided in 5d-5e set

Alternative Spellings Covered	
<b>/ai/</b> ai ay a-e a ea ei	<b>/oo/</b> oo u oul
<b>/air/</b> air are ear ere	<b>/or/</b> or au ore oar oor al our augh
<b>/ar/</b> ar a al	<b>/r/</b> r wr
<b>/ch/</b> ch tch t(ure)	<b>/s/</b> s c se ce st sc
<b>/ear/</b> ear eer ere	<b>/sh/</b> sh ch ti ci ssi
<b>/j/</b> j g dge ge	<b>/u/</b> u o-e ou
<b>/m/</b> m mb mn	<b>/ur/</b> ur ir or ear
<b>/n/</b> n gn kn	<b>/v/</b> v ve
	<b>/z/</b> z zz se ze



Phase 5 Alternative Spellings  
Covers phases 5d -5e  
(Product code: LT153)



# Phase 5a & 5b Phonic Progression



Week	Previous Spelling	New Spelling	Word Building Examples	Spelling Rule**	Tricky	Spelling		
5a	qu ch sh th ng						R	✓
1	ai ee igh oa						R	✓
	oi oo oo ow						R	✓
	ar air ear ur or ure er						R	✓
2	CVCC - CCVC Words						R	✓
	CVVCC - CCCVVC Words						R	✓
	Words with -ing						R	✓
	Words with -est							✓
3	Previous	New	Introduce: A new spelling for a previously learnt phoneme			New		
	d	ed	aimed, failed, tanned	ed at the end of words				✓
	t	ed	jumped, helped, clipped	ed at the end of words				✓
	id	ed	landed, needed, started	ed at the end of words				✓
	ch	tch	catch, ditch, fetch, hatch				Y1	✓
4	ee	y	very, happy, funny	y used at end of word			Y1	✓
	ee	ey	trolley, key, valley	ey used at end of word			Y1	✓
	v	ve	have, live, give, forgive, massive	words never end in v			Y1	✓
	l	le	little, rattle, middle, kettle, apple	le used at end of word			Y1	✓
5	ow	ou	cloud, round, mouth, around, sound	rarely at the end of words	here		Y1	✓
	ee	ea	beads, clean, dream, least, sea, treat		your		Y1	✓
	ai	ay	way, say, clay, play, praying, stay	ay used at end of word	ask		Y1	✓
6			Revisit, Review, Summative Assessment					
5b	igh	ie	denied, dries, flies, lie, pie, skies, spied	review suffix -est			Y1	✓
1	oo	ue	blue, glue, clue, true		people		Y1	✓
	yoo	ue	rescue, argue, statue, venue	ue used at end of words			Y1	✓
	oi	oy	boy, destroy, employ, enjoy, oyster				Y1	✓
2	or	aw	claws, dawn, draw, hawk, jigsaw				Y1	✓
	ur	ir	birth, first, girl, quirk, sir, skirt, third		oh		Y1	✓
	w	wh	wheel, which, whip, whirling, whisk		Mr		Y1	✓
	f	ph	alphabet, dolphin, elephant, morph		Mrs, Ms		Y1	✓
3	or	au	astronaut, August, author, hauling		their		Y1	✓
	oo	ew	(oo) chew, drew				Y1	✓
	yoo	ew	new, few	ew used at end of words			Y1	✓
	oa	oe	toe, hoe, doe, foe, woe, goes, tomatoes	ew used at end of words	water		Y1	✓
4	Previous	New	Introduce: Split digraphs					
	ai	a-e	take, game, rake, snake, safe, same	split digraph			Y1	✓
	ee	e-e	these, even, theme complete (teach prefix un-)	split digraph			Y1	✓
	igh	i-e	like, pine, ripe, shine, slide, prize	split digraph			Y1	✓
	oa	o-e	hope, hole, bone, phone, home	split digraph			Y1	✓
5	oo	u-e	June, tube	split digraph			Y1	✓
	yoo	u-e	huge, cube	split digraph			Y1	✓
		/zh/	/zh/ spellings: (si) vision (su) casual	new phoneme	what		Y2	
6			Revisit, Review, Summative Assessment					

Year 1 screening check ✓

DfE 2021 Phonic Progression ✓

National curriculum spelling objectives R Y1 Y2 Y3

# Phase 5d & 5e Phonic Progression



Week	Previous Spelling	New Spelling	Word Building Examples	Spelling Rule**	Tricky	Spelling		
5c								
1	s	c	accident, circus, face, pencil, space	c often used before e, i, y			Y2	✓
	j	g	agile, cage, gent, gem, ginger, huge				Y2	✓
	sh	ch	chef, machine, brochure, chalet				Y3	✓
	k	ch	chemist, chord, chorus, Christmas				Y2	✓
2	igh	y	my, by, dry		eye		Y2	✓
	igh	i	blind, mind, wild, pint, blind				Y1	✓
	ar	a	fast, path, pass, father, bath				Y2	✓
	oa	o	no, so, go, don't, both				Y2	✓
	yoo	u	unit, union, unicorn, music, human		again			✓
3	e	ea	bread, deaf, feather, head, heaven				Y1	✓
	ee	ie	chief, brief, priest, shield, thief,		hour		Y1	✓
	ur	er	Bernard, germ, her, herbs, jerk, perky		work		Y1	✓
	oa	ow	blow, grow, low, rowing boat, snow				Y1	✓
4	oo	ou	group, soup, you		through			✓
	i	y	cystal, gym, symbol, system, mystery		pretty		Y3	✓
	ai	a	April, angel, lady, acorn, bacon, apricot					✓
	o	a	was, what, want, wash, wasp, squad				Y2	✓
5	ee	e	be, decent, he, me, she, we		shoe		Y1	✓
	oo	u	put, push, pull, full, bush		two		Y2	✓
	ai	ey	they, grey, obey, prey, survey				Y3	✓
	oa	ou	mould, shoulder, boulder					✓
6	Revisit, Review, Summative Assessment							
5d								
1	l	el/al/il	(el) tunnel, (al) metal, (il) pencil	le most common word ending	once		Y2	✓
	m	mb/mn	(mb) climb, thumb (mn)* autumn	mb only used at end of roots			5-6	✓
2	s	se/ce	(-se) horse, mouse (-ce) chance					✓
	z	se/ze	(-se) browse (-ze)* freeze					✓
3	sh	ti/ci/ssi	(ti) station (ci) special (ssi) mission				2-6	✓
	ch	t(ure)	adventure, capture, creature		beautiful		Y2	✓
4	ng	n(k)	think, bank, honk, blink, shrink				Y1	✓
	zh	ge	beige, barrage, collage, massage					✓
	j	dge/ge	(-dge) hedge (-ge) change	words never end in j			Y2	✓
5	r	wr	(wr) wrap, wrath, wrist, wrong	wr only used at start of words	different		Y2	✓
	n	kn/gn	(kn) knight, knit, knock (gn)* gnome		thought		Y2	✓
	oo	oul	would, could, should		busy		Y2	✓
6	Revisit, Review, Summative Assessment							
5e								
1	air	are/ear	(are) care, share (ear) wear, pear				Y1	✓
	ar	al	(al) almond, calf, calm, half, palm		laugh		Y2	✓
	ear	eer/ere	(eer) beer, deer (ere) here, severe				Y1	✓
2	or	ore	(ore) before, core, more, store				Y1	✓
	ur	or/ear	(or) word, worm (ear) learn, search				2-4	✓
3	ai	ea	break, great, steak				Y2	✓
	ai	eigh/aigh	(eigh) eight (aigh) straight				Y3	✓
4	u	o-e/ou	(o-e) come, some (ou) rough, touch, young					✓
	air	ere	everywhere, nowhere, there, where		improve			✓
	s	st/sc	(st) wistle (sc) crescent, scent, scene, science		move		5-6	✓
5	or	oar/oor	(oar) board, oar, soar (oor) floor, door, poor				Y2	✓
	or	al/a	(al) all, small, talk, walk (a) water				Y2	✓
	or	augh/our	(augh) caught, daughter (our) court, four, pour				Y1	✓
6	Revisit, Review, Summative Assessment							

# Phase 5a-5c Resources



## Phase 5 Premium Kit (covers Phases 5a-5c)

Broaden children's knowledge of phase 5 graphemes and phonemes.

### Contents:

- Alternative Spelling Consonants
- Alternative Short Vowel
- Alternative Long Vowel
- Mnemonic Cards
- Phoneme Frieze
- Box of 250 Flash Card
- Box of 182 Flash Cards
- Matching Words & Pictures Puzzles Sentence
- Substitution Set 1
- Sentence Substitution Set 2
- Yes/ No Question Cards
- Three Right Answers Game
- Phoneme Smart Ball
- Word Smart Ball
- Letters & Sounds Chute Card
- Magnetic Letters Phase 5
- Magnetic Foam High Frequency
- Phoneme Flip Stand
- Split Digraph Flip Stand
- 44 Sounds Desktop Chart x 6
- Phase 5 Fiction Books



# Phase 5d-5e Resources



44 Sounds Cards  
Mnemonic cards  
for phases 2 - 5e  
(Product code: LT167)



Phase 5 Alternative Spellings  
Covers phases 5d -5e  
(Product code: LT153)

## Decodable Books

### Phase 4b / Phase 5 Decodable Books

- Contents: 8 pages per book.
- Size: 150mm x 170mm



Phase 4b Non-fiction (LT134b)



Phase 5 Daily Decodables (LT165)



Phase 4b Fiction (LT124b)



Phase 5 Fiction (LT125)



Phase 5 Daily Decodables (LT165)



Phase 5 Non-fiction (LT135)



Alternative Spelling Short & 'R' (LT139)



Alternative Spelling Short & 'R' (LT139)



Alternative Long Vowel Sounds (LT138)



Alternative Digraph Sounds (LT137)



Alternative Consonant Sounds (LT136)