



Phase 4 Week 1:

Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words

Teach reading tricky words **said, so,**

Teach spelling the tricky words **he, she, we, me, be**

Practise reading & writing sentences

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|--|---|---|--|--|
| Revisit/ Review | <p>- Practise recognition and recall of Phase Two graphemes and reading and spelling CVC words</p> <p>S a t p I n m d g o c k e u r c k h b f f f l l l (ss) cvc words Flashcards or frieze activity</p> | <p>- Practise recognition and recall of Phase Two graphemes and reading and spelling CVC words</p> <p>S a t p I n m d g o c k e u r c k h b f f f l l l (ss) cvc words Quickwrite</p> | <p>- Practise recognition and recall of Phase Three graphemes and reading and spelling CVC words</p> <p>j v w x y z z z q u c h s h t h n g a i e e i g h t o a o o a r o r u r o w o i e a r a i r u r e e r Flashcards or frieze activity</p> | <p>- Practise recognition and recall of Phase Three graphemes and reading and spelling CVC words</p> <p>j v w x y z z z q u c h s h t h n g a i e e i g h t o a o o a r o r u r o w o i e a r a i r u r e e r quickwrite</p> | <p>- Practise recognition and recall of Phase 2/3 graphemes and reading and spelling CVC words</p> <p>S a t p I n m d g o c k e u r c k h b f f f l l l (ss) cvc words j v w x y z z z q u c h s h t h n g a i e e i g h t o a o o a r o r u r o w o i e a r a i r u r e e r</p> |
| Teach | <p>- Teach and practise reading / spelling CVCC words (reading cvcc) <i>cvcc word lists on</i></p> | <p>- Teach and practise reading / spelling CVCC words (reading cvcc) <i>cvcc word lists</i></p> | <p>- Teach and practise reading / spelling CVCC words spelling cvcc <i>cvcc word lists</i></p> | <p>- Teach and practise reading / spelling CVCC words spelling cvcc <i>cvcc word lists</i></p> | <p>- Teach reading the tricky words said, so - Teach spelling the tricky words he, she, we, me, be</p> |
| Practise | <p>- Practise reading and spelling high-frequency words Learning to read tricky words</p> | <p>- Practise reading and spelling high-frequency words Learning to read tricky words</p> | <p>- Practise reading and spelling high-frequency words Practising reading HFW</p> | <p>- Practise reading and spelling high-frequency words Learning to spell tricky words</p> | <p>- Practise reading and spelling high-frequency words Spelling test of HFW</p> |
| Apply | <p>- Practise reading sentences match pictures with sentences</p> | <p>- Practise reading sentences match pictures with sentences</p> | <p>- Practise writing sentences shared writing</p> | <p>- Practise writing sentences shared writing</p> | <p>- Practise writing sentences shared writing</p> |

Assessment:

Additional activities: Yes / No questions (page 128)

Homework:

Spellings to send home:

Said, so, he, she, was, me, be

sentences to read at home:

"I like jam," said the man.



Phase 4 Week 2:

Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words

Teach reading tricky words **have, like, some, come**

Teach spelling the tricky words **was, you**

Practise reading & writing sentences

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|--|--|
| Revisit/ Review | <p>- Practise recognition and recall of Phase Two graphemes and reading and spelling CVC words</p> <p>S a t p I n m d g o c k e u r c k h b f f f l l (ss) cvc words Flashcards or frieze activity</p> | <p>- Practise recognition and recall of Phase Two graphemes and reading and spelling CVC words</p> <p>S a t p I n m d g o c k e u r c k h b f f f l l (ss) cvc words Quickwrite</p> | <p>- Practise recognition and recall of Phase Three graphemes and reading and spelling CVC words</p> <p>j v w x y z z z q u c h s h t h n g a i e e i g h t o a o o a r o r u r o w o i e a r a i r u r e e r Flashcards or frieze activity</p> | <p>- Practise recognition and recall of Phase Three graphemes and reading and spelling CVC words</p> <p>j v w x y z z z q u c h s h t h n g a i e e i g h t o a o o a r o r u r o w o i e a r a i r u r e e r quickwrite</p> | <p>- Practise recognition and recall of Phase 2/3 graphemes and reading and spelling CVC words</p> <p>S a t p I n m d g o c k e u r c k h b f f f l l (ss) cvc words j v w x y z z z q u c h s h t h n g a i e e i g h t o a o o a r o r u r o w o i e a r a i r u r e e r</p> |
| Teach | <p>- Teach and practise reading / spelling CCVC words</p> <p><i>cvcc word lists</i></p> | <p>- Teach and practise reading / spelling CCVC words</p> <p><i>cvcc word lists</i></p> | <p>- Teach and practise reading / spelling</p> <p><i>cvcc word lists</i></p> | <p>- Teach and practise reading / spelling CCVC words</p> <p><i>cvcc word lists</i></p> | <p>- Teach reading the tricky words have, like, some, come</p> <p>- Teach spelling the tricky words was, you</p> |
| Practise | <p>- Practise reading and spelling high-frequency words</p> <p>Learning to read tricky words</p> | <p>- Practise reading and spelling high-frequency words</p> <p>Learning to read tricky words</p> | <p>- Practise reading and spelling high-frequency words</p> <p>Practising reading HFW</p> | <p>- Practise reading and spelling high-frequency words</p> <p>Learning to spell tricky words</p> | <p>- Practise reading and spelling high-frequency words</p> <p>Spelling test of HFW</p> |
| Apply | <p>- Practise reading sentences</p> <p>match pictures with sentences</p> | <p>- Practise reading sentences</p> <p>match pictures with sentences</p> | <p>- Practise writing sentences</p> <p>shared writing</p> | <p>- Practise writing sentences</p> <p>shared writing</p> | <p>- Practise writing sentences</p> <p>shared writing</p> |
| Assessment: | | | Homework: | | |
| Additional activities: Yes / No questions | | | <p>Spellings to send home: have, come, like, some, was, you</p> <p>Sentences to read at home: The cash was put in a bank. The gift was lost.</p> | | |



Phase 4 Week 3:

Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words

Teach reading tricky words **were, there, little, one**

Teach spelling the tricky words **they, all, are**

Practise reading & writing sentences

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|--|
| Revisit/ Review | - Practise recognition and recall of Phase Two and Three graphemes Use activities: either flashcards, frieze or quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss)</i> <i>j v w x y z zz qu ch sh th ng</i> <i>ai ee ight oa o oar or u row oi</i> <i>ear air ure er</i> | - Practise recognition and recall of Phase Two and Three graphemes Use activities: either flashcards, frieze or quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss)</i> <i>j v w x y z zz qu ch sh th ng</i> <i>ai ee ight oa o oar or u row oi</i> <i>ear air ure er</i> | - Practise recognition and recall of Phase Two and Three graphemes Use activities: either flashcards, frieze or quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss)</i> <i>j v w x y z zz qu ch sh th ng</i> <i>ai ee ight oa o oar or u row oi</i> <i>ear air ure er</i> | - Practise recognition and recall of Phase Two and Three graphemes Use activities: either flashcards, frieze or quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss)</i> <i>j v w x y z zz qu ch sh th ng</i> <i>ai ee ight oa o oar or u row oi</i> <i>ear air ure er</i> | - Practise recognition and recall of Phase 2/3 graphemes Use activities: either flashcards, frieze or quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss)</i> <i>j v w x y z zz qu ch sh th ng</i> <i>ai ee ight oa o oar or u row oi</i> <i>ear air ure er</i> |
| Teach | - Teach reading the tricky words were, there, little, one | - Teach spelling the tricky words they, all, are | - Teach reading the tricky words were, there, little, one | - Teach spelling the tricky words they, all, are | - Teach reading/spelling the tricky words they, all, are |
| Practise | - Practise reading words containing adjacent consonants - Practise spelling words containing adjacent consonants What's in the box? | - Practise reading and spelling high-frequency words HFW lists | - Practise reading words containing adjacent consonants - Practise spelling words containing adjacent consonants Countdown activity | - Practise reading and spelling high-frequency words HFW lists | - Practise reading words containing adjacent consonants - Practise spelling words containing adjacent consonants Sentence substitution activity |
| Apply | Practise reading sentences I can books (activity) | Practise reading sentences Matching activity | Practise reading sentences Yes/no questions | Practise writing sentences Writing sentences activity | Practise writing sentences Writing sentences activity |
| Assessment: | | | Homework: | | |
| Additional activities: Yes / No questions | | | Spellings to send home: <u>Were, there, little, one, they, all, are</u> sentences to read at home: <u>The clown did lots of tricks. They all had fun. There they all are.</u> | | |



Phase 4 Week 4:

Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words

Teach reading tricky words **do, when, out, what** Teach spelling the tricky words **my, her** Practise reading & writing sentences

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--|--|--|--|--|
| Revisit/ Review | Practise recognition and recall of Phase 2/3 graphemes. Use activities: flashcard, frieze, quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss) j v w x y z</i> <i>zz qu ch sh th ng ai ee ight</i> <i>oa o oar or u row oi ear air ure er</i> | Practise recognition and recall of Phase 2/3 graphemes. Use activities: flashcard, frieze, quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss) j v w x y z</i> <i>zz qu ch sh th ng ai ee ight</i> <i>oa o oar or u row oi ear air ure er</i> | Practise recognition and recall of Phase 2/3 graphemes. Use activities: flashcard, frieze, quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss) j v w x y z</i> <i>zz qu ch sh th ng ai ee ight</i> <i>oa o oar or u row oi ear air ure er</i> | Practise recognition and recall of Phase 2/3 graphemes. Use activities: flashcard, frieze, quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss) j v w x y z</i> <i>zz qu ch sh th ng ai ee ight</i> <i>oa o oar or u row oi ear air ure er</i> | Practise recognition and recall of Phase 2/3 graphemes. Use activities: flashcard, frieze, quickwrite <i>S a t p I n m d g o c k e u r</i> <i>ck h b f ff l ll (ss) j v w x y z</i> <i>zz qu ch sh th ng ai ee ight</i> <i>oa o oar or u row oi ear air ure er</i> |
| Teach | - Teach reading the tricky words do, when, out, what | - Teach spelling the tricky words my, her | - Teach reading the tricky words do, when, out, what | - Teach spelling the tricky words my, her | - Teach reading / spelling the tricky words do, when, out, what, my, her |
| Practise | - Practise reading words containing adjacent consonants - Practise spelling words containing adjacent consonants What's in the box? | - Practise reading and spelling high-frequency words HFW lists | - Practise reading words containing adjacent consonants - Practise spelling words containing adjacent consonants Countdown activity | - Practise reading and spelling high-frequency words phase 4 HFW lists | - Practise reading words containing adjacent consonants - Practise spelling words containing adjacent consonants Sentence substitution activity |
| Apply | - Practise reading sentences Matching activity | - Practise reading sentences Yes/no questions | - Practise writing sentences Writing sentences activity | - Practise writing sentences Writing sentences activity | - Practise reading and spelling high-frequency words |

Assessment:

At some point this week the assessment questions / activities will need to be completed by children

Additional activities: Yes / No questions

Spellings to send home: do, what, out, when, my, her
sentences to read at home:

What shall we do when we go out?

My pet dog is called Max.