



HOMEWORK

Week	Spellings / words to be rehearsed	Sentences to read
1	Said, so, he, she, was, me, be	"I like jam," said the man.
2	have, come, like, some, was, you	The cash was put in a bank. The gift was lost.
3	Were, there, little, one, they, all, are	The clown did lots of tricks. They all had fun. There they all are.
4	Do, what, out, when, my, her	What shall we do when we go out? My pet dog is called Max.

Phase 5

Focus for weeks 1-4:

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- Teach new graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as treasure
- Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked
- Teach spelling the words said, so, have, like, some, come, were, there
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

Weeks 1-4

Revisit/ Review

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
Review approx two graphemes per day (weeks 1, 2 and 3) review three graphemes per day in week 4.
(Adapt to suit class).

- S a t p I n m d g o c k ck e u r h b f ff l ll ss (phase 2)
- J v w x y z zz qu ch sh th ng ai ee igh oa o oar or ur ow oi ear air ure er (phase 3)

Use activities like:

- Flashcards
- Frieze

Teach

Week 1

- Teach new graphemes for reading ay ou ie ea
- Learn new phoneme /zh/ in words such as treasure

Week 2

- Teach new graphemes for reading oy ir ue aw
- Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked

Week 3

- Teach new graphemes for reading wh ph oe au
- Teach spelling the words said, so, have, like, some, come, were, there



	<p>Week 4</p> <ul style="list-style-type: none"> - Teach new graphemes for reading a-e e-e i-e o-e u-e - Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked - Teach spelling the words said, so, have, like, some, come, were, there - reading and spelling of HFW
Practise	<ul style="list-style-type: none"> - Practise reading and spelling words with adjacent consonants and words with newly learned graphemes - Practise reading and spelling high-frequency words - Practise reading and spelling polysyllabic words <p>Select from (depending on what children in the class need):</p> <ul style="list-style-type: none"> • Adjacent consonants (see p. 113 for details) using word lists on p. 126-7 • Polysyllabic words (see p. 142 / 149 for details) using word lists on p. 126-7 • High Frequency Words (see p. 140-1) using word lists p. 193-5
Apply	<ul style="list-style-type: none"> - Practise reading sentences - Practise writing sentences <p>Use activities suggested on:</p> <ul style="list-style-type: none"> • p. 142-3 (reading) • p. 149-150 (spelling)
Assessment:	

<p>Focus for weeks 5-7:</p> <ul style="list-style-type: none"> - Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned - Teach alternative pronunciations of graphemes for reading - Practise reading and spelling words with adjacent consonants and words with newly learned graphemes - Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please - Teach spelling the words little, one, do, when, what, out - Practise reading and spelling high-frequency words - Practise reading and spelling polysyllabic words - Practise reading sentences - Practise writing sentences 	
Weeks 5-7	
Revisit/ Review	<ul style="list-style-type: none"> - Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned <p>Review graphemes (as necessary to suit class).</p> <ul style="list-style-type: none"> • S a t p I n m d g o c k c k e u r h b f ff l l ss (phase 2) • J v w x y z zz qu ch sh th ng ai ee igh oa o oar or ur ow oi ear air ure er (phase 3) <p>Use activities like:</p> <ul style="list-style-type: none"> • Flashcards, Frieze, <i>Quick copy</i>, <i>Countdown</i>, <i>Sentence substitution</i>



	<p>Review alternative pronunciation of graphemes as they are taught (see plans below)</p> <ul style="list-style-type: none"> • (week 6) review I - fin - find / h - hot - cold / c - cat - cent / g - got - giant / u - but - put • (week 7) review ow - cow - blow / ie - tie - field / ea - eat - bread / er - farmer - her / a - hat - what
Teach	<p>Week 5</p> <ul style="list-style-type: none"> - Teach alternative pronunciations of graphemes for reading <ul style="list-style-type: none"> • I - fin - find / h - hot - cold / c - cat - cent / g - got - giant / u - but - put - Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please <p>Week 6</p> <ul style="list-style-type: none"> - Teach alternative pronunciations of graphemes for reading <ul style="list-style-type: none"> • ow - cow - blow / ie - tie - field / ea - eat - bread / er - farmer - her / a - hat - what - Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please <p>Week 7</p> <ul style="list-style-type: none"> - Teach alternative pronunciations of graphemes for reading <ul style="list-style-type: none"> • y - yes - by - very / ch - chin - school - chef / ou - out - shoulder - could - you - Teach spelling the words little, one, do, when, what, out
Practise	<ul style="list-style-type: none"> - Practise reading and spelling words with adjacent consonants and words with newly learned graphemes - Practise reading and spelling high-frequency words - Practise reading and spelling polysyllabic words <p>Select from (depending on what children in the class need):</p> <ul style="list-style-type: none"> • Adjacent consonants • Polysyllabic words • High Frequency Words
Apply	<ul style="list-style-type: none"> - Practise reading sentences - Practise writing sentences
Assessment:	

Focus for weeks 8-30:	
<ul style="list-style-type: none"> - Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned - Teach alternative spellings of phonemes for spelling - Practise reading and spelling words with adjacent consonants and words with newly learned graphemes - Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked - Practise reading and spelling high-frequency words - Practise reading and spelling polysyllabic words - Practise reading sentences - Practise writing sentences 	
	Weeks 8-30
Revisit/ Review	- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

Review graphemes

- S a t p I n m d g o c k c k e u r h b f ff l ll ss (phase 2)
- J v w x y z zz qu ch sh th ng ai ee igh oa o oar or ur ow oi ear air ure er (phase 3)
- *(different pronunciations)* I - fin - find / h - hot - cold / c - cat - cent / g - got - giant / u - but - put
- ow - cow - blow / ie - tie - field / ea - eat - bread / er - farmer - her / a - hat - what
- y - yes - by - very / ch - chin - school - chef / ou - out - shoulder - could - you

Use activities like:

- Flashcards
- Frieze
- *Quickcopy*
- *Countdown*
- *Sentence substitution*

Teach

Teach these new phonemes for reading:

- *(week 8)* Ay ou ie ea oy ir ue aw wh ph ew oe au
- *(week 9)* A-e e-e i-e o-e u-e

Teach alternative spellings of phonemes for spelling

- *(week 10)* C - k, ck, qu, x, ch
- *(week 11)* Ch - tch
- F - ph
- J - g, dge
- *(week 12)* M - mb
- N - kn, gn
- Ng - n(k)
- *(week 13)* R - wr
- S - c, sc
- *(weeks 14-15)* Sh - ch, t(ion), ss(ion), ss(ure), s(ion), s(ure), c(ion), c(ious), c(ial)
- *(week 16)* V - ve
- W - wh
- E - ea
- *(week 17)* I - y, ey
- O - (w)a
- *(week 18)* Ai - ay, a-e, eigh, ey, ei
- *(week 19)* Ee - ea, e-e, ie, y, ey, eo
- *(week 20)* Igh - y, ie, i-e
- *(week 21)* Oa - ow, oe, o-e, o
- *(week 22)* Oo - ew, ue, ui, ou
- *(week 23)* Or - aw, au, al, our
- *(week 24)* Ur - ir, er, ear
- *(week 25)* Ow - ou
- Oi - oy
- *(week 26)* Ear - ere, eer
- Air - are, ear
- *(week 27)* Ure - our
- Er - our, e, u,



	- (week 28) Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked <i>Weeks 29-30 review teaching</i>
Practise	- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes - Practise reading and spelling high-frequency words - Practise reading and spelling polysyllabic words <ul style="list-style-type: none"> • Adjacent consonants • Polysyllabic words • High Frequency Words
Apply	- Practise reading sentences - Practise writing sentences
Assessment:	

Phase 6

Letters and Sounds phase 6 - summary

Phase 6 is all about enabling children to become fluent readers and spellers.

Introducing and teaching past tense.
Investigating and learning how to add suffixes <ul style="list-style-type: none"> • Ing • Ed • Er • Est • Ful • Ly • Y • Plurals
Teaching spelling long words
Finding and learning the difficult bits in words
Learning and practicing spellings memory strategies, learning words
Application of spelling in writing shared writing / guided and independent writing marking proofreading dictionaries handwriting