

Reception Teaching Overview for Phase 2, 3 and 4: Continually review previously taught sounds and teach the high frequency words.

	Term 1 <u>Phase 2</u>		Term 2		Term 3	
Week 1	s a t p	Read these tricky words:	air ure er	Read these tricky words: the, to, no, go, I, into he, she, we, me, be, was, my, you, they, all, her, are Spell these tricky words: the, to, I, no, go, into Assess	Revision VCC v c c	Read these tricky words: the, to, no, go, I, into he, she, we, me, be, was, my, you, they, all, her, are Spell these tricky words: the, to, I, no, go, into
Week 2	i n m d	is, it, in, at	Revision j v w x y z zz qu		Revision CVC as c vv c, cc v cc,	
Week 3	g o c k	and	Revision ch sh th th ng ai ee		Revision CVC as cc vv c	
Week 4	ck e u r	to, the	Revision igh oa oo oo ar or		Revise CVC words Assess	
Week 5	h b f ff	no, go, I	Revision ur ow oi ear		Phase 4 Yellow (short vowels) and Blue (long vowels) CVCC c v c c bend c v v c c feeds	
Week 6	l ll ss Revise all Phase 2 graphemes	into Assess	Revision air ure er	CVCC cc v c c chips	Read these tricky words: said, so	
Week 7	<u>Phase 3</u> j v w x		Revision of Phase 2 and 3 graphemes Use 2 syllable words		CCVC c c v c pram cc vv c greed	were, there, little, one,
Week 8	y z zz qu	Read these tricky words: he, she	Revision CVC as c v c, cc v c, c v cc	Read these tricky words: the, to, no, go, I, into he, she, we, me, be, was, my, you, they, all, her, are Spell these tricky words: the, to, I, no, go, into	CCVC cc v cc clock	do, when, out, what
Week 9	ch sh th th ng	we, me, be	Revision CVC as c v c, cc v c, c v cc		CCVCC c c v c c clump c c vv c c clowns cc c v c c shrink	Spell these tricky words: the, to, I, no, go, into, he, she, we, me, be, was, you, they, all, are, my, her
Week 10	ai ee igh oa	was, my,	Revision CVC as c vv c, cc v cc,		CCCVC c c c v c scrum	
Week 11	oo oo ar or	you, they,	Revision CVC as cc vv c		CCCV c c c vv spree CCCVCC c c c v c c strict	
Week 12	ur ow oi ear	all, her, are Assess	Revision of all CVC Assess		Revision Assess	

TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. Reading graphemes

	Term 1 (Phase 4 first if necessary) Blue		Term 2 (Revise Term 1) Green		Term 3 (Revise Term 1 and 2) Orange	
Week 1	/ai/ as <ay>	/ee/ as <ea>	/ai/ as <ay>	<a-e> <a> <ey> <ei> <eigh>	Compound words	Spell these tricky words in
	/igh/ as <ie>	/oa/ as <oe>	/ch/ as <tch>	<t>		



Week 2	/yoo//oo/ as <ue> /ow/ as <ou> our /ur/ as <ir> /or/ as <aw>	Read these tricky words in Year 1: oh, their, people, Mr, Mrs, looked, called, asked, could	/ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge>	Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un>	Year 1: said, so have, like, some, come were, there, little, one, do, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could
Week 3	/w/ as <wh> /f/ as <ph> /oi/ as <oy> /ot/ as <au>		/igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le>	Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo>	
Week 4	/ai / <a-e> /ee/ as <e_e> /igh/ as <i-e> /oa/ as <o-e>		/oa/ as <o-e> <o> (no, go, so) <oe> <ou> <ow> /c/ as <k> before e, i or y (kit, sketch) <ch> school	Revise /er/ schwa <a> (again) <e> (the)	
Week 5	/yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew>		/oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely)	Revise /oi/ /ear/ /air/ /ure/	Assess
Week 6	Revision of new graphemes for Phase 5	Assess	/or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer>	Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of - ed	
Week 7	<a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind)		/u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s>	PSC Revise/d/ /g/ /o/ /c/ /e/ /u/ /r/ /h/	
Week 8	<o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit)		/ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y>	Revise /b/ /f/ /l/ /j/ /v/as <f> (of), /w/ /x/ Read contractions	
Week 9	<ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould)		Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb>	Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes <ing> <ed> <s> and <es>	
Week 10	<g> as /j/ (gem) <c> as /s/ (cell)		/r/ as <rr> <wr> Three sounds of <ed>	Days of the week, colours, months Revise sound /zh/ as in treasure <s>	
Week 11	<ie> as /ee/ <y> as /ee/		/sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffixes <ing> <ed>	Revise /oo/ /yoo/ /ur/ or/	
Week 12	<er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations	Assess	/s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes Assess	Revise prefix <un> Revise double letters Assess	

Spell all tricky words from Reception (Phases 2-4) and these **Y1 Phase 3-6 CEW** not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure they can read and spell phonically decodable two-syllable and three-syllable words.

TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. **National Curriculum** **Reading graphemes**

	Term 1 (Phase 4 first if necessary) Blue		Term 2 (Revise Term 1) Green		Term 3 (Revise Term 1 and 2) Orange
Week 1	/ai/ as <ay> /ee/ as <ea> /igh/ as <ie> /oa/ as <oe>	Read these tricky words in	/ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t>	Compound words	Spell these tricky words in Year 1:
Week 2	/yoo//oo/ as <ue> /ow/ as <ou> our		/ee/ as <ea> <ie> <e_e> <e> <y>	Revise all long vowels	



	/ur/ as <ir> /or/ as <aw>	Year 1: oh, their, people, Mr, Mrs, looked, called, asked, could	/z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge>	/ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un>	said, so have, like, some, come were, there, little, one, do, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could
Week 3	/w/ as <wh> /f/ as <ph> /oi/ as <oy> /ot/ as <au>		/igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le>	Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo>	
Week 4	/ai/ <a-e> /ee/ as <e_e> /igh/ as <i-e> /oa/ as <o-e>		/oa/ as <o-e> <o> (no, go, so) <oe> <ou> <ow> /c/ as <k> before e, i or y (kit, sketch) <ch> school	Revise /er/ schwa <a> (again) <e> (the)	
Week 5	/yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew>		/oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely)	Revise /oi/ /ear/ /air/ /ure/	
Week 6	Revision of new graphemes for Phase 5	Assess	/or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer> Assess	Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of – ed Assess	
Week 7	<a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind)		/u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s>	PSC Revise/d/ /g/ /o/ /c/ /e/ /u/ /r/ /h/	
Week 8	<o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit)		/ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y>	Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions	
Week 9	<ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould)		Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb>	Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes	
Week 10	<g> as /j/ (gem) <c> as /s/ (cell)		/r/ as <rr> <wr> Three sounds of <ed>	Days of the week, colours, months Revise sound /zh/ as in treasure <s>	
Week 11	<ie> as /ee/ <y> as /ee/		/sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffix <ing>	Revise /oo/ /yoo/ /ur/ or/	
Week 12	<er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations	Assess	/s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes Assess	Revise prefix <un> Revise double letters Assess	

Spell all tricky words from Reception (Phases 2-4) and these **Y1 Phase 3-6 CEW** not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure the children can read and spell phonically decodable two-syllable and three-syllable words.

TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. **Phonic Screening Check** Reading graphemes

	Term 1 (Phase 4 first if necessary) Blue		Term 2 (Revise Term 1) Green		Term 3 (Revise Term 1 and 2) Orange
Week 1	/ai/ as <ay> /ee/ as <ea> /igh/ as <ie> /oa/ as <oe>	Read these tricky words in Year 1:	/ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t>	Compound words	Spell these tricky words in Year 1: said, so
Week 2	/yoo/ /oo/ as <ue> /ow/ as <ou> our /ur/ as <ir> /or/ as <aw>		/ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se>	Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix	

		oh, their, people, Mr, Mrs, looked, called, asked, could	/j/ as <g> <ge> <dge>	<un>	have, like, some, come were, there, little, one, do, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could
Week 3	/w/ as <wh> /oi/ as <oy>	/f/ as <ph> /or/ as <au>	/igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le>	Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo>	
Week 4	/ai / <a-e> /igh/ as <i-e>	/ee/ as <e_e> /oa/ as <o-e>	/oa/ as <o-e> <o> (no, go, so) <oe> <ou> <ow> /c/ as <k> before e, i or y (kit, sketch) <ch> school	Revise /er/ schwa <a> (again) <e> (the)	
Week 5	/yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew>		/oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely)	Revise /oi/ /ear/ /air/ /ure/	
Week 6	Revision of new graphemes for Phase 5	Assess	/or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer>	Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of – ed	Assess
Week 7	<a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind)		/u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s>	PSC Revise /d/ /g/ /o/ /c/ /e/ /u/ /r/ /h/	
Week 8	<o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit)		/ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y>	Revise /b/ /f/ /l/ /j/ /v/as <f> (of), /w/ /x/ Read contractions	
Week 9	<ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould)		Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb>	Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes	
Week 10	<g> as /j/ (gem) <c> as /s/ (cell)		/r/ as <rr> <wr> Three sounds of <ed>	Days of the week, colours, months Revise sound /zh/ as in treasure <s>	
Week 11	<ie> as /ee/ <y> as /ee/		/sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffixes <ing> <ed>	Revise /oo/ /yoo/ /ur/ or/	
Week 12	<er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations	Assess	/s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes	Revise prefix <un> Revise double letters	Assess

Spell all tricky words from Reception (Phases 2-4) and these **Y1 Phase 3-6 CEW** not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure the children can read and spell phonically decodable two-syllable and three-syllable words.

TTH Year 1 Teaching Overview for Phase 5 and NC Spellings. Use Phase 3 graphemes and Phase 4 structures of CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. **National Curriculum and PSC** Reading graphemes

	Term 1 (Phase 4 first if necessary) Blue		Term 2 (Revise Term 1) Green		Term 3 (Revise Term 1 and 2) Orange
Week 1	/ai/ as <ay> /igh/ as <ie>		/ai/ as <ay> <a-e> <a> <ey> <ei> <eigh> /ch/ as <tch> <t>		Compound words
Week 2	/yoo//oo/ as <ue> /ur/ as <ir>	Read these tricky words in Year 1: oh, their,	/ee/ as <ea> <ie> <e_e> <e> <y> /z/ as <s> (is, his, has) <se> /j/ as <g> <ge> <dge>		Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un>
	/ow/ as <ou> our /or/ as <aw>				Spell these tricky words in Year 1: said, so have, like, some, come



Week 3	/w/ as <wh> /f/ as <ph> /oi/ as <oy> /or/ as <au>	people, Mr, Mrs, looked, called, asked, could	/igh/ as <ie> <i-e> <i> <y> (by, my) /oo/ as <oul> <u> put, push, pull, full /l/ as <le>	Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo>	were, there, little, one, do, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could
Week 4	/ai/ <a-e> /ee/ as <e_e> /igh/ as <i-e> /oa/ as <o-e>		/oa/ as <o-e> <o> (no, go, so) <oe> <ou> <ow> /c/ as <k> before e, i or y (kit, sketch) <ch> school	Revise /er/ schwa <a> (again) <e> (the)	
Week 5	/yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew>		/oo/ as <o> <u-e> <ew> <ue> <ou> <ui> /yoo/ as <ew> <u-e> <ue> <u> Teach double letters ff, ss, zz, ll, ck (h, j, q, w, x, y don't double and v rarely)	Revise /oi/ /ear/ /air/ /ure/	
Week 6	Revision of new graphemes for Phase 5	Assess	/or/ as <aw> <au> <ore> <our> (your) <oor> <al> /ear/ as <ere> (here) <eer>	Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ Revise the three sounds of -ed	Assess
Week 7	<a> for /ai/ (acorn) /o/ (was) /ar/ father (are) (half) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind)		/u/ as <o-e> (love, come) <o> <ou> Revise /ure/ /er/ <ure> Read new sound /zh/ as in treasure <s>	PSC Revise /d/ /g/ /o/ /c/ /e/ /u/ /r/ /h/	
Week 8	<o> for /oa/ (no, go, so) and /oo/ (to, do, today) <u> as /yoo/ (unit)		/ur/ as <ir> <er> <or> <ear> (were) /v/ as <ve> /i/ as <y>	Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Read contractions	
Week 9	<ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould)		Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) /n/ as <kn> <gn> /m/ as <mb>	Revise /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/ Revise suffixes	
Week 10	<g> as /j/ (gem) <c> as /s/ (cell)		/r/ as <rr> <wr> Three sounds of <ed>	Days of the week, colours, months Read new sound /zh/ as in treasure <s>	
Week 11	<ie> as /ee/ <y> as /ee/		/sh/ as <ch> <t(i)> <s(i)> <c(i)> <ss(i)> Suffixes <ing> <ed>	Revise /oo/ /yoo/ /ur/ or/	
Week 12	<er> as /ur/ (fern) Revise /ng/ and <nk> Revise new graphemes and alternative pronunciations	Assess	/s/ as <c> <se> <ce> (house, once) <sc> <st> Suffixes <er> <est> Revise alternative graphemes	Revise prefix <un> Revise double letters	Assess

Spell all tricky words from Reception (Phases 2-4) and these **Y1 Phase 3-6 CEW** not included in the tricky word lists: **says, friend**

Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them.

Ensure the children can read and spell phonically decodable two-syllable and three-syllable words.

TTH Year 2 Teaching Overview for Phase 6 Phonics Reading and Spellings. Use Phase 3 and 5 graphemes and CVC, CVCC, CCVC, CCVCC, CCCVC, CCCV and CCCVCC words and syllables, short and long vowel sounds and High Frequency words throughout. Investigate base words, etymology and morphemes. **NC graphemes** **Y1** Reading graphemes

	Term 1 (Turquoise)	Term 2 (Revise Term 1) Purple	Term 3 Gold/White
Week 1	/j/ as <g> before e, i and y and <dge> <ge> Revise short vowels rules	Suffixes <ed>, <ing> <er> to words ending in <e> with a consonant letter before it.	Suffixes <-less> (S4S Y2 and Y3) <-ly> Revise High Frequency/CEW Words
Week 2	/s/ as <c> before e, i and y <ss> <se> <ce> <sc> <st>	Suffixes <est> and <y> to words ending in <e> with a consonant letter before it.	Revise homophones Revise suffixes <-ed> <-ing> <-er>
Week 3	/n/ as <nn> <kn> and <gn> /m/ as <mm> <mb> Revise double letters (h, j, q, w, x, y don't double and v only	Suffixes <ed>, <ing>, <er> to words with one syllable, single consonant and single vowel letter. (h, j, q, w, x, y don't double and v only rarely)	Revise /v/ as <ve> /w/ as <wh> /z/ as <zz> <s> <se> (because) Homophones



	rarely)		
Week 4 /ai/	/r/ as <rr> <wr> /ai/ as <ay> <a> <a-e> <ey> (they) <ea> (break, steak, great) <ei> <eigh>	Suffixes <est> and <y> to words with one syllable, single consonant and single vowel letter. (h, j, q, w, x, y don't double and v only rarely)	Revise suffixes <est> and <y> /e/ as <ea> <ai> (said)
Week 5	/sh/ as <t(i)> <ch> <s(i)>(sure, sugar) <c(i)> <ss(i)> Reading <tion> words /h/ as <wh>(who, whole)	/e/ as <a> (any, many) /i/ as <e> (pretty) <u> (busy)	Revise suffixes <es> to words ending in <y> Revise /ai/ /ee/ /igh/ /oa/
Week 6	/zh/ <s(i)> /c/ as <c> <k> <ck> <ch> <que> Assess	/ar/ as <a> (father, *bath, pass, path, class, after, pass, fast, grass, last, past, plant) <al> (half) /er/ schwa (after, father, water) <a> (again, Christmas) <e> (the, children, even, every, everybody) Assess	Revise suffixes <-ment> <-ness> <-ful> <-less> and <-ly> Revise /oo/ /yoo/ /oo/ /ar/ /or/ Assess
Week 7 /ee/	Homophones /ee/ as <ey> <e-e> <e>(even) <ea> <ie> <y> <eo> (people)	Contractions /ear/ as <ere> <eer> /air/ as <are> <ear> <ere> (there, where) <ar> (parents)	Revise contractions and the three sounds of <-ed> Revise schwa /er/
Week 8 /igh/	/igh/ as <y> <i-e> <ie> <i> (behind, child [children], climb, find, kind, mind, wild) <eye> (eye)	Possessive apostrophe /or/ as <ar> <a>(water) <au> <aw> <al> (walk) <our> (four) <oor> (door, floor, poor) <ore>	Revise possessive apostrophe Revise /ur/ /ow/ /oi/ /zh/ /ear/ /air/ /ure/
Week 9	Suffix <es> to words ending in <y> Revise the three sounds of <ed> Revise /ure/ <our> Revise /ow/ <ou> (hour, our)	/u/ as <o> (money) <ou> <o-e> (some, come) /oo/ as <oul>(could, should, would)<u>	Revise compound words Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /e/ /u/ /r/ /h/
Week 10 /oa/	Suffixes <ed> and <ing> to words ending in <y> with a consonant before it. /oa/ as <o> (most, both, cold, gold, hold, move, old, only, told clothes) <ou> <o-e> <ow> <oe>	Revise all long vowel sounds /ai/ /ee/ /igh/ /oa/ /oo/ /yoo/ /o/ as <a> after w <au> (because) /ur/ as <or> <er> <ir> <ear>	Revise homophones Revise /b/ /f/ /l/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /sh/ /ch/ /th/ /ng/
Week 11	Suffixes <er>, <est> to words ending in <y> with a consonant before it, and suffix <y>	/l/ as <ll> <le> or <el> Syllabic schwa spelling /ul/ /l/ as <il> or <al>	Revise any areas of weakness
Week 12 /oo/ /yoo/	/oo/ as <o> (move, prove improve) <u-e> <ew> <ue> <ou> (you) <ui> /yoo/ as <ew> <u-e> <ue> <u> and <eau> (beautiful)	Suffixes <-ment> (S4S Y5) <-ness> (S4S Y5) <-ful> Compound Words Assess	Revise any areas of weakness Assess

Teach up to the next 200 High Frequency words on p.195 CEW Y2 words to read and spell are in red bold font.

SPELLING

Teaching alternative spellings for phonemes

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh