

Phase 5 Week 1

Greenfields Phonics planning



<p>WALT's:</p> <ul style="list-style-type: none"> - Practice recognition and recall of Phase Three graphemes as highlighted in Dec phonics assessment - writing words with oi, ai, - Teaching tricky words oh, people, their - teaching new graphemes ea, oy, ir - One page of pseudo words ppt per session 				
Revisit/ Review	Practise recognition & recall of letter names - say and sing alphabet whilst pointing at letters	writing oi Remind chn of jolly phonics action. What words can they write on boards with oi in. make class list (using one colum)	writing ai chn to have 2 mins to work with a patner and write as many ai words as poss.	Remind about tricky words, have to learn and remember. Revisit reading oh and people
Teach	Write the grapheme ea . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc. Fast Phonics First 15 Reading What other words sound like they use these letters in their spelling? e.g. e in we / ee in feed	oy sounds like oi, more likely, but not always, to be at the end of a word. espresso oy	ir ppt words to read and write Talk about the pics and work out what the ir words are. Chn to look once and read together, then remove words and write on w-boards. Circle the ir in the words.	tricky words there / there (and they're) ppt Discuss tricky parts of words. Read through and discuss different uses for word.
Practise	Fast Phonics First unit 15 spelling What pseudo words can the chn write with ea in? work in pairs for 2 mins. Then give 1 min to read to another pairs words..	Add oy words to another column on oi list to be displayed in classroom.	ir ppt words to read skirt, twirt, plirth, virteen, skirl.	have 3 words in diff parts of room. Read sentence out and chn move to where they think correct spelling is.
Apply	Fast Phonics First unit 15 follow up Chn to write the sentences – encourage them to segment if they get stuck. We had a picnic meal on the beach.	Phonicsplay.co.uk Sentences Show sentence One child reads – encourage them to blend if they get stuck. Then all children read together. Can you annoy a boy? Will a royal enjoy eating an oyster? Will it be annoying if a boy destroys a toy? write one of the sentences	ir ppt sentence to correct Read 2 sentences together, then chn to correctly write the correctly spelt sentence on w-board. There is a mistake with every word! the gerl like thee reed skurt th bst	chn to say a sentence with word used correctly, first to a partner then choose some to share with class.
Assessment: Can read the letter names.			<ul style="list-style-type: none"> ➤ Can read words with new graphemes ea, oy, ir ➤ Be able to read tricky words oh, people 	

➤ Can write ai and oi correctly in any given word.

➤ Be able to write tricky words there and their and know when to use them.

Phase 5 Week 2

Greenfields Phonics Planning

WALT's:

- Practice recognition and recall of Phase Three graphemes as highlighted in Dec phonics assessment - writing words with **ur, igh, oa**
- Practice reading and writing sentences
- Teaching tricky words **Mr, Mrs**
- teaching new graphemes **ue, aw, wh**
- One page of pseudo words ppt per session

	reading and writing words with ur	SH writing there / their – remember tricky bits RB writing words with igh	SH writing oh, people RB writing words with oa	Practise recognition & recall of letter names - say and sing alphabet whilst pointing at letters
Teach	Teach the grapheme ue - compare to 'oo'. 'ue' usually comes at the end of a word. Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc. Fast Phonics First 18 Reading	aw ppt look at first 3 pages of ppt and read and complete sentences as a class.	wh Teach 'wh' and talk about the difference between this and 'w'. 'wh' always comes at the start of the word. 'w' can come at start, middle or end espresso Ash's phonics	tricky words Mr, Mrs As shortened forms of words, Mr and Mrs write out Mister in full and show that the shortened version is the first and last letters, Mr . Then show how Mrs is a shortened version of Mistress .
Practise	Fast Phonics First unit 18 spelling What pseudo words can the chn write with ue in? work in pairs for 2 mins. Then give 1 min to read to another pair.	aw ppt write the aw words that say what the picture is.	wh words hidden around the room. Chn to have 3 mins to find and with a partner add to their own list. Separate into real / pseudo words. - chn to add more words to their lists.	tricky word bingo – chn to write 6 words of a selection given from ph 4/5 tricky words.. Then cross off when read out. Winner to read back the words said.
Apply	Fast Phonics First unit 18 follow up Chn to write the sentences – encourage them to segment if they get stuck. Sue did not get the clue.	aw ppt Read the sentences on own, then altogether. Write Can a paw also be a claw?	Chn to give a sentence containing given wh word.	Chn to write Mrs Brown said "Where is the glue?"
Assessment: Can read the letter names. ➤ Can write ur, oa and igh correctly in any given word.			<ul style="list-style-type: none"> ➤ Can read words with new graphemes ue, aw, wh ➤ Be able to read and write tricky words Mr, Mrs ➤ Be able to write tricky words their and their and know when to use them. 	

Phase 5 Week 3

Greenfields Phonics Planning



<p>WALT's :</p> <ul style="list-style-type: none"> - Practice recognition and recall of Phase Three graphemes as highlighted in Dec phonics assessment - writing words with ow, ear, air - Practice reading and writing sentences - Teaching tricky words looked, called, asked - teaching new graphemes ph, ew, oe - One page of pseudo words ppt per session 				
Revisit/ Review	reading and writing words with ow/ou SH ow and ou RB ow	reading and writing words with ear	reading and writing words with air	reading and writing words with ear and air
Teach	Write the grapheme ph . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc. Fast Phonics First 13 Reading	ew Teach 'ew' and compare to 'oo' and 'ue' 'Ew always comes at the end. TES clip Geraldine Giraffe. write a list of the words that Geraldine found as clip shows.	oe Teach 'oe' and talk about the word 'oh' and the letter sound 'o'. 'oe' comes at the end of a word. espresso Ash's phonics oe	tricky words looked, called, asked Phonicsplay.co.uk Identify tricky parts of words – Can chn share any ways they could help remember?
Practise	Fast Phonics First unit 13 spelling What pseudo words can the chn write with ph in	Phoneme spotter story ppt Phoenix the Newt wh / ph / ew Read and spot the phonemes.	When a word ends in 'o' such as hero and tomato it turns to oe when it's a plural Read and spell tomatoes, goes, potatoes, heroes	Phonicsplay.co.uk Tricky Words Trucks
Apply	Fast Phonics First unit 13 follow up Chn to write the sentences – encourage them to segment if they get stuck. Look at the photo of the dolphin.	Children to write The newt went to see the new elephant.	Children to write Joe told me he had a bad toe.	Chn to write Mr Green called today and asked if he can help.
<p>Assessment:</p> <p>Can read the letter names.</p> <ul style="list-style-type: none"> ➤ Can write ow, ear, air correctly in any given word. 			<ul style="list-style-type: none"> ➤ Can read words with new graphemes ph, ew, oe ➤ Be able to read and write tricky words looked, called, asked ➤ Be able to write tricky words their and their and know when to use them. 	



Phase 5 Week 4

Greenfields Phonics Planning

<p>WALT's:</p> <ul style="list-style-type: none"> - Practice recognition and recall of Phase Three graphemes as highlighted in Dec phonics assessment - writing words with ure - Practice reading and writing sentences - Teaching tricky words - teaching new graphemes au, a-e, e-e - One page of pseudo words ppt per session 				
Revisit/ Review	ure Revise Fast Phonics First Foundation unit 11 Writing and Reading	what words can chn think of with ai / ay	what words can chn write with ee	ure Revise Fast Phonics First Foundation unit 11 Spelling
Teach	<p>Teach au and compare to 'or' and 'aw'. 'Au' never comes at the end of a word.</p> <p>Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.</p> <p>Fast Phonics First 19 Reading</p>	<p>a-e espresso phonics</p> <p>Intro split diagraphs, show how when an e is added to plan then the a sound changes to the a name.</p> <p>Show examples mad... made sam... same</p>	<p>e-e espresso phonics</p> <p>shared write the words that Ash discusses</p>	<p>tricky words would, could, should Phonicsplay.co.uk</p> <p>Identify tricky parts of words – Can chn share any ways they could help remember?</p> <p>mnemonic ppt</p>
Practise	<p>Fast Phonics First unit 19 spelling</p> <p>What pseudo words can the chn write with au in</p>	<p>a-e ppt</p> <p>words for chn to write</p>	<p>Phonicsplay.co.uk Dragons Den</p> <p>reading and sorting real and pseudo e-e words</p>	<p>Tricky Word castle – ch to use colouring pencils to lightly colour in the words they can read and spell correctly. Take sheets home</p>
Apply	<p>Fast Phonics First unit 19 follow up</p> <p>Chn to write the sentences – encourage them to segment if they get stuck.</p> <p>Paul and Shaun like the same author.</p>	<p>a-e ppt</p> <p>sentences for chn to read</p>	<p>Children to write</p> <p>Eve and Steve liked to compete.</p>	<p>Ch to use tricky words correctly in a sentence when asked.</p>
<p>Assessment:</p> <p>Can read the letter names.</p> <p>➤ Can write ure correctly in any given word.</p>			<p>➤ Can read words with new graphemes au, a-e, a-e</p> <p>➤ Be able to read and write tricky words would, should, could</p>	



Phase 5 Week 5

Greenfields Phonics Planning

<p>WALT's:</p> <ul style="list-style-type: none"> - Practice recognition and recall of Phase Three graphemes as highlighted in Dec phonics assessment - writing words with igh, oa, ee - Practice reading and writing sentences - Teaching tricky words - teaching new graphemes i-e, o-e, u-e - One page of pseudo words ppt per session 				
Revisit/ Review	<p>Revise ways of writing igh / I / y chn to write and discuss my fright try sky by might</p>	<p>oa ppt. Write down all the oa words to name the pictures – challenge, how many can they write in 2 mins?</p>	<p>ee ppt. Rearrange letters to make ee words</p>	<p>Practise recognition & recall of letter names - say and sing alphabet whilst pointing at letters. Pay particular attention to the vowels. Reinforce that it is these that change in split diagraph words.</p> <p>split diagraph pseudo words ppt work through ppt. discuss words. Chn to write some down, and change some consonants to make new psuedo words.</p> <p>In pairs challenge each other to write split diagraph words, and reading ones their partner has made up.</p> <p>Share some tricky ones the chn thought of.</p>
Teach	<p>Write the grapheme i-e Follow example session from Words and Sounds</p>	<p>o-e ppt discuss how the vowel sound changes when e added</p>	<p>u-e espresso phonics shared write the words that Ash discusses</p>	
Practise	<p>write the words pine, fine, tile, hide, time</p>	<p>lots of o-e words to practise reading with a partner. (on last page of ppt) Then game – jump up when I say one of the words written in purple.</p>	<p>Phonicsplay.co.uk Dragons Den reading and sorting real and pseudo u-e words</p>	
Apply	<p>Phonicsplay.co.uk Sentences Read by themselves, then altogether write Can a slide shine all the time?</p>	<p>chn to write a sentence of choice with a o-e word in</p>	<p>Phonicsplay sentences u-e / e-e Read by themselves, identify split diagraph word when asked</p>	
<p>Assessment: Can read the letter names. ➤ Can write igh, oa, ee correctly in any given word.</p>			<p>➤ Can read words with new graphemes i-e, o-e, u-e ➤ Be able to read and write tricky words</p>	

Example session for split digraph i-e

Purpose

- To teach a split digraph through showing its relationship to a known grapheme

Resources

- Grapheme cards **t, m, p, n,** and **ie** × 2
- Scissors
- Reusable sticky pads

Procedure

1. Ask the children to sound-talk and show fingers for the word **tie** while a child makes it using the grapheme cards.
2. Ask the children what needs to be added to **tie** to make **time**.
3. Hold the **m** against the word **tie** thus making **tiem**, sound-talk it and explain that although there are graphemes for each phoneme this is not the correct spelling of **time**, as words like this are written slightly differently.
4. Cut the **ie** grapheme card between the **i** and the **e**, explaining that in this word we need to separate the two letters in the grapheme and tuck the final sound in between.
5. Stick the four letters onto the whiteboard and draw a line joining the **i** and the **e**.
6. Repeat with **pie** and make into **pine**.
7. Display or write on the whiteboard the high-frequency words that use the split digraph (e.g. **like, make, came, made**).