

BGPS Phonics: Letters and Sounds framework

| Phase 3 Week 1: j v w x (set 6) Learn an alphabet song Practise all letters/sounds learned so far. Practise segmentation for spelling p88-91 Read sentences using set 1 to 6 letters and no, go, the, and, to and I . | | | | | | |
|---|--|--|--|--|---|---|
| | | Monday | Tuesday | Wednesday | Thursday | Friday |
| Revisit/ Review | | Recall all letter sounds from phase 2 Use fans p 83 Sing alphabet song p 80 | Recall all letter sounds from phase 2 and j Review high frequency words so far | Recall all letter sounds from phase 2 and j/ v Review high frequency words so far | Recall all letter sounds from phase 2 and j/ v/ w Review high frequency words so far | Recall all letter sounds from phase 2 and j/ v/ w/ x Review high frequency words so far |
| Teach | | Teach 'j' using Letters and Sounds p78 Teach reading the tricky words off, can, had, back p91-93 | Teach 'v' using Letters and Sounds p78 method Practise reading the tricky words off, can, had, back p91-93 | Teach 'w' using Letters and Sounds p78 method Practise reading the tricky words off, can, had, back p91-93 | Teach 'x' using Letters and Sounds p78 method Practise reading the tricky words off, can, had, back p91-93 | Sentence structure using high frequency words so far I go to the _____ It is hot and the sun is big etc |
| Practise | | Segmenting for spelling: Phoneme frame: jet, jam, jog, Jack, Blending for reading: What's in the box p 85 jet, jam, jetlag, jacket | Segmenting for spelling: Phoneme frame p 88: van, vat, vet, visit, Blending for reading: Countdown p 86 with a mix of word cards | Segmenting for spelling: Phoneme frame - will, win, wag, web, Blending for reading: Sentence substitution p 86/ 104 | Segmenting for spelling: Phoneme frame - mix, fix, fox, box, tax, Blending for reading: Matching words and pictures p87 fox, six, box, van, jam, jet | |
| Apply | | Write a caption for puppet Is the pen in the pot? | Read questions and answer Can a man jog? Can a vet fit a jet? | Write a caption for puppet Is the vet hot? | Read questions and answer Is the sun wet? Has the pot of jam got a lid? | |
| Assessment | | | | | | |
| <ul style="list-style-type: none"> • Give the sound when shown all or most Phase 2 and 3 graphemes. • Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound. • Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) | | | | <ul style="list-style-type: none"> • Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) • Be able to read tricky words he, she, we, me, be, was, my, you, her, they, all, are • Be able to spell the tricky words the, to, I no, go • Write each letter correctly when following a model. | | |

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 2: y z, zz qu (set 7)

Teach set 7 letters and sounds p78-9

Practise all letters/sounds learned so far.

Practise segmentation for spelling p88-91

Practise reading and spelling high frequency words.

Practise reading and writing sentences using set 1 to 7 letters and **no, we, be, me, go, the, and, to** and **I**.

Point to the letters in the alphabet while singing alphabet song p80

Practise blending for reading p 85-88

Teach reading the tricky words **we, me, be, she, he** p91-93

Practise reading two-syllable words p94

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|---|--|--|--|
| Revisit/ Review | Recall all letter sounds from phase 2 and j/ v/ w/ x. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92 | Recall all letter sounds from phase 2 and j/ v/ w/ x/ y Sing alphabet song and point to letters Read through high frequency words so far | Recall all letter sounds from phase 2 and j/ v/ w/ x/ y/ z Sing alphabet song and point to letters Read through high frequency words so far | Recall all letter sounds from phase 2 and j/ v/ w/ x/ y/ z/ zz Sing alphabet song and point to letters Read through high frequency words so far | Recall all letter sounds from phase 2 and j/ v/ w/ x/ y/ z/ zz/ qu Sing alphabet song and point to letters Read through high frequency words so far |
| Teach | Teach 'y' using Letters and Sounds p78 method Teach reading 'we', 'me', 'be', 'she', 'he' p 91 | Teach 'z' using Letters and Sounds p78 method Practise reading 'we', 'me', 'be', 'she', 'he' | Teach 'zz' using Letters and Sounds p78 method Teach reading 'we', 'me', 'be', 'she', 'he' | Teach 'qu' using Letters and Sounds p78 method Teach reading 'we', 'me', 'be', 'she', 'he' | Sentence structure using high frequency words so far Dad and I go to the quiz. |
| Practise | Segmenting for spelling: Phoneme frame: yap, yet, box, yes, fix, Blending for reading: What's in the box p 85 yet, yuck, yum, yes, yell | Segmenting for spelling: Phoneme frame p 88: zip, zit, Zak, zigzag Blending for reading: Countdown p 86 with a mix of word cards | Segmenting for spelling: Phoneme frame buzz, fizz, jazz, fuzz, Blending for reading: Sentence substitution p 86/ 104 | Segmenting for spelling: Phoneme frame - quiz, quit, quick, quack, quid Blending for reading: Matching words and pictures p87 quack, fizz, zip, | Catch up time! |
| Apply | Write a caption for puppet Has a fox got six legs? | Read questions and answer Has a cat got a web? | Write a caption for puppet Is a lemon red? | Read questions and answer Can a duck quack? | |

Assessment

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)

- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I no, go**
- Write each letter correctly when following a model.

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 3: sh ch th ng

Practise all previously learned GPCs

Point to the letters in the alphabet while singing alphabet song p80

Practise segmentation for spelling p88-91

Practise reading and spelling high frequency words.

Practise reading captions and sentences p 95-98

Teach the four consonant digraphs p81

Practise blending for reading p 85-88

Teach reading the tricky words **big, put, but, see** p91-93

Practise reading two-syllable words p94

Practise writing captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--|---|--|--|--|
| Revisit/ Review | Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92 | Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92 | Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92 | Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92 | Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92 |
| Teach | Teach 'sh' using Letters and Sounds p78 method Teach reading big, put, but, see p 91 | Teach 'ch' using Letters and Sounds p78 method Practise reading ' big, put, but, see p 91 | Teach 'th' using Letters and Sounds p78 method Teach reading big, put, but, see p 91 | Teach 'ng' using Letters and Sounds p78 method Teach reading big, put, but, see p 91 | Captions from page 101 practise reading and writing |
| Practise | Segmenting for spelling: Phoneme frame: shop, ship, fish, shell, shed Blending for reading: Sound buttons and lines Shock, cash, bash, rush | Segmenting for spelling: Phoneme frame- chop, chin, chuck, chill Blending for reading: Countdown p 86 much, chick, check, chug, such | Segmenting for spelling: Phoneme frame then, them, that, this, with Blending for reading: Sentence substitution p 86/ 104 | Segmenting for spelling: Phoneme frame - long, sang, ping-pong, ring Blending for reading: Matching words and pictures p87 king, ring, sing | Catch up time! |
| Apply | Write a caption for puppet I am in such a rush to get to the shops. | Help puppet read: A man is rich if he has lots of cash. | Write a caption for puppet A moth can be fat but its wings are thin. | Help puppet read Sing a song to me | |
| Assessment | | | <ul style="list-style-type: none"> • Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) • Be able to read tricky words he, she, we, me, be, was, my, you, her, they, all, are • Be able to spell the tricky words the, to, I no, go • Write each letter correctly when following a model. | | |

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 4: ai ee oo oa

Practise previously learned GPCs

Point to the letters in the alphabet while singing alphabet song p80

Practise segmentation for spelling p88-91

Teach spelling the tricky words **no** and **go** p91-93

Practise reading two-syllable words p94

Practise writing captions and sentences p95-98

Teach four of the vowel digraphs

Practise blending for reading p 85-88

Teach reading the tricky word **was, will, with** p91-93

Practise reading and spelling high frequency words.

Practise reading captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|--|--|--|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach 'ai' using Letters and Sounds p78 method Teach reading was, will, with p 91 | Teach 'ee' using Letters and Sounds p78 method Teach reading was, will, with | Teach long 'oo' using Letters and Sounds p78 method Teach reading was, will, with | Teach 'oa' using Letters and Sounds p78 method Teach reading was, will, with | Captions from page 103 practise reading and writing |
| Practise | Segmenting for spelling: Phoneme frame: wait, pain, tail, bait Blending for reading: Sound buttons and lines Aim, main, rain, sail | Segmenting for spelling: Phoneme frame- see, tree, feet, weep Blending for reading: Countdown p 86 jeep, seem, week, deep, keep | Segmenting for spelling: Phoneme frame - too, zoom, cool, boot Blending for reading: Sound buttons and lines - food, loot, moon, root | Segmenting for spelling: Phoneme frame - loaf, toad, oak, foal Blending for reading: Matching words and pictures p87 coat, boat, soap, goat | Catch up time! |
| Apply | Write a sentence for puppet - I am in the rain. | Help puppet read: I can see a tree. | Write a sentence for puppet- see the boat in the dock. | Help puppet read The coat is too big. | |

Assessment

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)

- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I, no, go**
- Write each letter correctly when following a model.

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 5: ar or igh ur

Practise previously learned GPCs

Point to the letters in the alphabet while singing alphabet song p80

Practise segmentation for spelling p88-91

Practise reading and spelling high frequency words.

Practise reading captions and sentences p95-98

Teach four more vowel digraphs

Practise blending for reading p 85-88

Teach reading the tricky word **my, for, too** p91-93

Practise reading two-syllable words p94

Practise writing captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|--|--|---|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach 'ar' using Letters and Sounds p78 method Teach reading my, for, too p 91 | Teach 'or' using Letters and Sounds p78 method Teach reading ' my, for, too | Teach 'igh' using Letters and Sounds p78 method Teach reading my, for, too | Teach 'ur' using Letters and Sounds p78 method Teach reading my, for, too | Captions from page 103 practise reading and writing |
| Practise | Segmenting for spelling: Phoneme frame: bar, park, card, jar Blending for reading: Sound buttons and lines Market, car, cart, hard | Segmenting for spelling: Phoneme frame- for, fork, cord, cork Blending for reading: Countdown p 86 lord, born, torn, sort | Segmenting for spelling: Phoneme frame - high, sigh, light, night Blending for reading: Sound buttons and lines - tight, might, right, sight | Segmenting for spelling: Phoneme frame - fur, burn, burp, curl Blending for reading: Matching words and pictures p87 surf, urn, hurt, turn | Catch up time! And review |
| Apply | Write a sentence for puppet - Mark and Carl got wet in the rain | Help puppet read: The farm has a big tree | Write a caption for puppet- The night is not light | Help puppet read The chimpanzee sat in the tree | |
| Assessment | | | <ul style="list-style-type: none"> • Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) • Be able to read tricky words he, she, we, me, be, was, my, you, her, they, all, are • Be able to spell the tricky words the, to, I no, go • Write each letter correctly when following a model. | | |

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 6: ow oi ear er

Practise previously learned GPCs

Practise letter names p80

Practise segmentation for spelling p88-91

Practise reading and spelling high frequency words.

Practise reading captions and sentences.

Teach four more vowel digraphs

Practise blending for reading p 85-88

Teach reading the tricky word **you, this, that** p91-93

Practise reading two-syllable words p94

Practise writing captions and sentences.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|---|--|---|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach 'ow' using Letters and Sounds p78 method Teach reading ' you, this, that ' p 91 | Teach 'oi' using Letters and Sounds p78 method Teach reading ' you, this, that ' | Teach 'ear' using Letters and Sounds p78 method Teach reading you, this, that | Teach 'er' using Letters and Sounds p78 method Teach reading you, this, that | Captions from page 103 practise reading and writing |
| Practise | Segmenting for spelling: Phoneme frame: sow, how, down, towel Blending for reading: Sound buttons and lines Owl, now, pow!, town | Segmenting for spelling: Phoneme frame- coin, oil, foil, soil Blending for reading: Countdown p 86 tinfoil, join, toil, boil | Segmenting for spelling: Phoneme frame - ear, dear, fear, hear Blending for reading: Sound buttons and lines - near, tear, year, beard | Segmenting for spelling: Phoneme frame - berk, fern, herd, her Blending for reading: Matching words and pictures p87 fern, herd, her, jerk | Catch up time! And review |
| Apply | Write a sentence for puppet - I can see a big cow | Help puppet read: The coin is in the ship | Write a caption for puppet- I can hear an owl hoot at night | Help puppet read It has been hot this year | |
| Assessment | | | <ul style="list-style-type: none"> • Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) • Be able to read tricky words he, she, we, me, be, was, my, you, her, they, all, are • Be able to spell the tricky words the, to, I no, go • Write each letter correctly when following a model. | | |

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 7: air ure

Practise previously learned GPCs

Practise letter names p80

Practise segmentation for spelling p88-91

Practise reading and spelling high frequency words.

Practise reading captions and sentences p95-98

Teach four more vowel digraphs

Practise blending for reading p 85-88

Teach reading the tricky word **they, then, them** p91-93

Practise reading two-syllable words p94

Practise writing captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|---|---|---|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach 'air' using Letters and Sounds p78 method Teach reading ' they, then, them ' p 91 | Teach 'ure' using Letters and Sounds p78 method Teach reading ' they, then, them ' | Teach short 'oo' sound using Letters and Sounds p78 method Practise reading ' they, then, them ' | Reading sentences. Stop at a full stop. Point out capitals at the start of the next sentence. Read 'In the woods' p 104 together | Read sentences from yesterday |
| Practise | Segmenting for spelling: Phoneme frame: air, hair, fair, pair Blending for reading: Sound buttons and lines: air, hair, fair, pair | Segmenting for spelling: Phoneme frame- sure, pure, cure, insure Blending for reading: Countdown p 86 secure, manure, sure, cure | Segmenting for spelling: Phoneme frame: Look, good, book, cook Blending for reading: Sound lines and buttons: Wool, took, hood, look | Play sentence substitution p 86 using ideas on p 104 | Play sentence substitution p 86 using ideas on p 104 |
| Apply | Write a sentence for puppet - Join me in the pool | Help puppet read: Look at his hair. | Help puppet write: They look good | Help puppet read: Having food in a wigwam is fun. | Help puppet write: Shep the dog sits down in the mud and gets in a mess. |

Assessment

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)

- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I no, go**
- Write each letter correctly when following a model.

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 8:

Practise all GPCs

Practise letter names p80

Practise blending for reading p 85-88

Practise segmentation for spelling p88-91

Teach reading the tricky word **her, now** p91-93

Practise reading and spelling high frequency words.

Practise reading two-syllable words p94

Practise reading captions and sentences p95-98

Practise writing captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--|---|---|---|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far as per method on p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach how to tackle words with more than one syllable | Practise more polysyllable words as yesterday Teach reading word 'her' and 'now' | Sentence work Practise reading 'her' and 'now' | Sentence work Practise reading 'her' and 'now' | Sentence work |
| Practise | Segmenting for spelling: Quickwrite: bedroom, penlid, toothbrush, armchair, waterbed Blending for reading: Sound buttons and lines: Waitress, raindrop, weeping, carpark, | Segmenting for spelling: Phoneme frame- sure, pure, cure, insure Blending for reading: Countdown p 86 secure, manure, sure, cure | For next fortnight practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. |
| Apply | Write a sentence for puppet - p103/4 | Help puppet read: p103/4 | Help puppet write: p103/4 | Help puppet read: p103/4 | Help puppet write: p103/4 |

Assessment

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)

- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I, no, go**
- Write each letter correctly when following a model.

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 9:

Practise all GPCs

Practise letter names p80

Practise blending for reading p 85-88

Practise segmentation for spelling p88-91

Teach reading the tricky word **all, look** p91-93

Practise reading and spelling high frequency words.

Practise reading two-syllable words p94

Practise reading captions and sentences p95-98

Practise writing captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|---|---|---|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach reading word 'all' and 'look' | Practise reading 'all' and 'look' | Sentence work Practise reading 'all' and 'look' | Sentence work Practise reading 'all' and 'look' | Sentence work Practise reading 'all' and 'look' |
| Practise | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. |
| Apply | Write a sentence for puppet - | Help puppet read: | Help puppet write: | Help puppet read: | Help puppet write: |

Assessment

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)

- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I no, go**
- Write each letter correctly when following a model.

BGPS Phonics: Letters and Sounds framework

Phase 3 Week 10:

Practise all GPCs

Practise letter names p80

Practise blending for reading p 85-88

Practise segmentation for spelling p88-91

Teach reading the tricky word **are, down** p91-93 Practise reading and spelling high frequency words.

Practise reading two-syllable words p94

Practise reading captions and sentences p95-98

Practise writing captions and sentences p95-98

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|---|---|---|---|
| Revisit/ Review | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 | Recall all previously learned PGCs. Read through high frequency words so far p92 |
| Teach | Teach reading word 'are' and 'down' | Practise reading 'are' and 'down' | Sentence work Practise reading 'are' and 'down' | Sentence work Practise reading 'are' and 'down' | Sentence work Practise reading 'are' and 'down' |
| Practise | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. | practise problem areas/ catch up on work missed. |
| Apply | Write a sentence for puppet - | Help puppet read: | Help puppet write: | Help puppet read: | Help puppet write: |

Assessment

- Give the sound when shown all or most Phase 2 and 3 graphemes.
- Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)

- Be able to segment and make a phonetically plausible attempt at spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)
- Be able to read tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I no, go**
- Write each letter correctly when following a model.

Week 11 and 12 time for consolidation/ assessment and review and if appropriate can move to Phase 4.

Check all children:

Phase 3 sounds read/write
high frequency words read

Tricky words read
Captions read/spell/write