

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 1:

Teach new graphemes for reading p134 **ay ou ie ea**

Practise recognition and recall of Phase 2, 3 and 4 graphemes

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words **oh, old** and **their** p140

Teach spelling the words **said** and **so** p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 note any the children struggle with and focus on for rest of week P 109/110	Practise recognition and recall of Phase 2, 3 and 4 GPCs.	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise reading tricky words 'oh' 'old' and 'their'	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise reading tricky words 'oh' 'old' and 'their'	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise spelling tricky words 'said' and 'so'
Teach	Teach 'ay' and talk about the difference between this and 'ai' one usually comes at the end of a word. Blending for reading p134 day, play may Segmenting for spelling p144 say, tray, clay	Teach 'ou' and compare to 'ow' . 'ou' never comes at the end of a word. Blending for reading p134 out, cloud, proud Segmenting for spelling p144 out, about, scout Reading tricky words 'oh' 'old' and 'their' p140	Teach 'ie'I is a word on it's own, 'ie' makes a sound in other words - usually at the end. Blending for reading p134 tie, pie, lie Segmenting for spelling p144 die, cried, fried Spelling tricky words 'said' and 'so' p148	Teach 'ea' and compare to 'ee' Blending for reading p134 eat, sea, bead Segmenting for spelling p144 seat, beat, read	Review and practise this week's four GPCs.
Practise	Reading flashcards p137 spray, stray, delay Spelling Quickcopy p138 crayon, pray, stay	Reading flashcards p137 sound, found, mountain Spelling countdown p137 sprout, loud, loudest	Reading flashcards tried, pie, spied Spelling Quickwrite denied, tie, lie	Reading flashcards treat, meat, steamy Spelling countdown p137repeat, heap, least	
Apply	Reading sentence practise Can I stay and play?	Writing sentences p149 The sound is loud.	Reading sentence p142 Cook a pie.	Writing sentence p149 Tom eats peas with his meat.	Reading sentence p142 He cried at the loud sound.
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

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Phase 5 Week 2: Teach new graphemes for reading p134 oy ir ue aw Practise recognition and recall of Phase 2, 3 and 4 graphemes Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words people, house, about p140 Teach spelling the words have and like p148 Practise reading and spelling high frequency words p140 Practise reading and spelling polysyllabic words p142 and 149 Practise reading sentences p142 Practise writing sentences p149					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky word people, house, about	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words ' people, house, about	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling tricky words 'have' and 'like'
Teach	Teach 'oy' and talk about the difference between this and 'oi' where 'oy'one usually comes at the end of a word. Blending for reading p134 boy, toy, joy Segmenting for spelling p144 enjoy, royal, Roy	Teach 'ir' and compare to 'er'. Blending for reading p134 sir, girl, bird Segmenting for spelling p144 fir, skirt, shirt Reading tricky word people, house, about p140	Teach 'ue' and compare to 'oo'. 'ue' usually comes at the end of a word. Blending for reading p134 clue, blue, issue Segmenting for spelling p144 true, glue, Sue Spelling tricky words 'have' and 'like' p148	Teach 'ue' and compare to the word 'you' Blending for reading p134 cue, due, value Segmenting for spelling p144 statue, rescue, hue Spelling tricky words 'have' and 'like' p148	Teach 'aw' and compare to the word 'or' Blending for reading p134 saw, law, crawl Segmenting for spelling p144 paw, claw, lawn
Practise	Reading flashcards p137 annoy, annoying, oyster Spelling Quickcopy p138 destroy, boy, toy	Reading flashcards p137 sound, found, mountain Spelling countdown p137 sprout, loud, loudest	Reading flashcards clue, blue, issue Spelling Quickwrite Sue, tissue, clue	Reading flashcards venue, due, rescue Spelling countdown p137 value, cue, argue	Reading flashcards yawn, raw, claw Spelling Quickwrite shawl, draw, jaw
Apply	Reading sentence practise Can I play with this toy?	Writing sentences p149 The girl sees a bird in the tree.	Reading sentence p142 The glue is blue.	Writing sentence p149 Sue argues with you.	Reading sentence p142 I will crawl on the lawn.
Assessment <ul style="list-style-type: none"> Give the sound when shown any grapheme that has been taught For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 			<ul style="list-style-type: none"> Read and spell phonically decidable two-syllable and three-syllable words Read automatically all the words in the list of 100 high-frequency words Accurately spell most of the words in the list of 100 high-frequency words Form each letter correctly 		

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Phase 5 Week 3:

Teach new graphemes for reading p134 **wh ph ew**

Practise recognition and recall of Phase 2, 3 and 4 graphemes

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words **Mr, Mrs, don't, by** p140

Teach spelling the words **some** and **come** p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3, 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3, 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3, 4 and so far in Phase 5. Practise reading tricky words Mr, Mrs, don't, by	Recall all GPCs from phase 2, 3, 4 and so far in Phase 5. Practise reading tricky words 'Mr, Mrs, don't, by	Recall all GPCs from phase 2, 3, 4 and so far in Phase 5. Practise spelling tricky words 'some' and 'come'
Teach	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. Blending for reading p134 when, which, wheel Segmenting for spelling p144 whisper, where, what	Teach 'wh' and compare to 'h'. Blending for reading p134 who, whole, whom Segmenting for spelling p144 who, whole, whom Reading tricky words Mr, Mrs, don't, by p140	Teach 'ph' and compare to 'f'. Blending for reading p134 dolphin, alphabet, elephant Segmenting for spelling p144 phonics, phantom, Philip Spelling tricky words 'some' and 'come' p148	Teach 'ew' and compare to 'oo' and 'ue' 'Ew always comes at the end. Blending for reading p134 blew, chew, grew Segmenting for spelling p144 drew, screw, crew Spelling tricky words 'some' and 'come' p148	Teach 'ew' as in 'you' sound. Blending for reading p134 stew, few, new Segmenting for spelling p144 dew, pew, mildew
Practise	Reading flashcards p137 whisper, where, what Spelling Quickcopy p138 when, which, wheel	Reading flashcards p137 who, whole, whom Spelling countdown p137 who, whole, whom	Reading flashcards phonics, phantom, Philippa Spelling Quickwrite dolphin, elephant, alphabet	Reading flashcards brew, flew, Andrew Spelling countdown threw, grew, chew	Reading flashcards nephew, renew, Matthew Spelling countdown stew, new, few
Apply	Reading sentence practise Where is the wheel?	Writing sentences p149 Who is it?	Reading sentence p142 The elephant looks at the alphabet.	Writing sentence p149 Tom chews his meat.	Reading sentence p142 My nephew has a new toy.
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

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Phase 5 Week 4:

Teach new graphemes for reading p134 **oe au ey a-e e-e** (split digraph p135) Practise recognition and recall of Phase 2, 3 and 4 graphemes

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words **looked, time, your** and **called** p140

Teach spelling the word **were** p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words looked, time, your and called	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky words looked, time, your and called	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling tricky words 'were'
Teach	Teach 'oe' and talk about the word 'oh' and the letter sound 'o'. 'oe' comes at the end of a word. Blending for reading p134 toe, how, Joe Segmenting for spelling p144 woe, foe, toe	Teach 'au' and compare to 'or' and 'aw'. 'Au' never comes at the end of a word. Blending for reading p134 Paul, haul, launch Segmenting for spelling p144 August, author, automatic Reading tricky looked, time, your and called p140	Teach 'ey' and compare to 'ee' and 'ea' Blending for reading p134 money, donkey, turkey Segmenting for spelling p144 jockey, valley, trolley Spelling tricky words 'were' p148	Teach 'a-e' and compare to 'ay' and 'ai' p135 Blending for reading p134 came, made, make Segmenting for spelling p144 take, game, cake Spelling tricky word 'were' p148	Teach 'e-e' and compare to 'ee' and 'ea' Blending for reading p134 Pete, compete, Steve Segmenting for spelling p144 even, theme, extreme
Practise	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	Reading flashcards p137 August, automatic, author Spelling countdown p137 Paul, haunt, haunted	Reading flashcards chimney, cockney, monkey Spelling Quickwrite donkey, turkey, money	Reading flashcards shame, lame, amaze Spelling countdown p137 snake, escape, same	Reading flashcards extreme, Eve, theme Spelling Quickwrite Pete, Steve, complete
Apply	Reading sentence practise Joe hurt his toe.	Writing sentences p149 The room is haunted.	Reading sentence p142 The monkey is on the chimney.	Writing sentence p149 Make me a cake.	Reading sentence p142 Pete and Steve made lunch.
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

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Phase 5 Week 5:

Teach new graphemes for reading p134 *i-e o-e u-e (p135) /zh/ as in treasure (p157)* Practise recognition and recall of Phase 2, 3 and 4 graphemes

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words *asked* p140

Teach spelling the words *there* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky word 'asked'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise reading tricky word 'asked'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling tricky words 'there'
Teach	Teach 'i-e' and talk about the word 'I' and the GPCs 'ie' and 'igh' p135 Blending for reading p134 like, time, slide Segmenting for spelling p144 pine, ripe, invite	Teach 'o-e' and compare to 'oe' and 'o'. p135 Blending for reading p134 bone, home, note Segmenting for spelling p144 alone, stone, woke Reading tricky word 'asked' p140	Teach 'u-e' and compare to 'oo' sound p135 Blending for reading p134 June, prune, flute Segmenting for spelling p144 rude, rule, brute Spelling tricky words 'there' p148	Teach 'u-e' and compare to 'you' sound p135 Blending for reading p134 huge, cube, use Segmenting for spelling p144 tube, computer Spelling tricky word 'there' p148	Teach /zh/ sound as in <i>treasure</i> It's the s that makes the sound. Blending for reading p134 <i>Treasure</i> , television, usual Segmenting for spelling p144 pleasure, casual
Practise	Reading flashcards p137 kite, prize, inside Spelling Quickwrite side, outside, shine	Reading flashcards p137 awoke, explode, those Spelling countdown p137 envelope, bone, home	Reading flashcards rude, rule, brute Spelling Quickwrite June, prune, flute	Reading flashcards computer, refuse Spelling countdown p137 huge, cube, use	Reading flashcards pleasure, casual Spelling Quickwrite treasure, television, usual
Apply	Reading sentence practise The slide shines.	Writing sentences p149 I woke up in my home.	Reading sentence p142 The monkey plays a flute.	Writing sentence p149 Can I use the computer?	Reading sentence p142 Where is the treasure?

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

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Phase 5 Week 6: Alternative pronunciations for i and o p136 Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136 Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words when p140 Teach reading the words water, where, day , p140 Practise reading and spelling high frequency words p140 Practise reading and spelling polysyllabic words p142 and 149 Practise reading sentences p142					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling tricky word 'when'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling 'when'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise tricky words
Teach	Teach alternative pronunciation of 'i' p136 Blending for reading p134 fin, find, tin, mind Segmenting for spelling p144 kind, child, bin, stick Teach spelling 'when' p140	Teach alternative pronunciation of 'i' p136 Teach reading of polysyllabic words p142 childish, reminded, grinding Spelling polysyllabic words p149 tinopener, mindmap, sticker Practise reading 'water' 'day' and 'where' p140	Teach alternative pronunciation of 'o' p136 Blending for reading p134 no, hot, open, Segmenting for spelling p144 cold, not, both Practise reading 'water' 'day' and 'where' p140	Teach alternative pronunciation of 'o' p136 Teach reading of polysyllabic words p142 opening, hottest, golden Spelling polysyllabic words p149 soldier, mostly, focusing Practise reading 'water' 'day' and 'where' p140	Review and practise
Practise	Reading flashcards p137 blind, behind, lid, kill Spelling Quickwrite grind, grit, remind, mint	Reading flashcards p137 tin opener, mindmap, stickers Spelling countdown p137 childish, reminded, grinding	Reading flashcards go, so, don't Spelling Quickwrite got, old, hold	Reading flashcards soldier, mostly, focusing Spelling countdown p137 opening, hottest, golden	
Apply	Reading sentence practise The child finds a stick.	Writing sentences p149 He reminded me about the stickers.	Reading sentence p142 Don't go to to the open door.	Writing sentence p149 Is it hot or cold?	
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

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Phase 5 Week 7: Alternative pronunciations for c g p136 Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136 Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words <i>who, because</i> p140 Teach spelling the words <i>out, made, came</i> Practise reading and spelling high frequency words p140 Practise reading and spelling polysyllabic words p142 and 149 Practise reading sentences p142					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling <i>out, made, came</i>	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise tricky words
Teach	Teach alternative pronunciation of 'c' p136 Blending for reading p134 <i>cell, cat, city</i> Segmenting for spelling p144 <i>acid, coat, success</i> Practise reading 'who' and 'because' p140 Teach mnemonic Betty eats carrots and uncle sucks eggs	Teach alternative pronunciation of 'c' p136 Teach reading of polysyllabic words p142 <i>icebucket, central</i> Spelling polysyllabic words p149 <i>December, successful</i> Teach reading 'who' and 'because'	Teach alternative pronunciation of 'g' p136 Blending for reading p134 <i>got, gent, gem</i> Segmenting for spelling p144 <i>gets, ginger, egg</i> Teach spelling <i>out, made, came</i>	Teach alternative pronunciation of 'g' p136 Teach reading of polysyllabic words p142 <i>magic, danger, dagger</i> Spelling polysyllabic words p149 <i>energy, goatskin,</i>	Review and practise
Practise	Reading flashcards p137 <i>nice, advice, cycle</i> Spelling Quickwrite <i>grind, rice, icy</i>	Reading flashcards p137 <i>ricecakes cycletrack</i> Spelling countdown p137 <i>acidic, icicles</i>	Reading flashcards <i>Gill, gale, gym</i> Spelling Quickwrite <i>magic, gentle, giant</i>	Reading flashcards <i>energy, goatskin,</i> Spelling countdown p137 <i>magic, danger, dagger</i>	
Apply	Reading sentence practise <i>The city is cold and icy.</i>	Writing sentences p149 <i>He reminded me about the stickers.</i>	Reading sentence p142 <i>I don't have the energy to play today.</i>	Writing sentence p149 <i>There is danger ahead!</i>	
Assessment					
<ul style="list-style-type: none"> Give the sound when shown any grapheme that has been taught For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 			<ul style="list-style-type: none"> Read and spell phonically decidable two-syllable and three-syllable words Read automatically all the words in the list of 100 high-frequency words Accurately spell most of the words in the list of 100 high-frequency words Form each letter correctly 		

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Phase 5 Week 8: Alternative pronunciations for u and ow p136, p153

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words [again, different](#) p140

Teach spelling the words [one, make, here](#)

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling one, make, here	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise tricky words
Teach	Teach alternative pronunciation of 'u' p136 Blending for reading p134 unit, pull, but Segmenting for spelling p144 human, full, fun Practise reading 'again' and 'different' p140	Teach alternative pronunciation of 'u' p136 Blending for reading p134 union, pudding, us Segmenting for spelling p144 bus, put, stupid Practise reading 'again' and 'different' p140	Teach alternative pronunciation of 'u' p136 Teach reading of polysyllabic words p142 unicorn, pulley, bullock Spelling polysyllabic words p149 human being, pushchair Teach spelling one, make, here	Teach alternative pronunciation of 'ow' p136 Blending for reading p134 low, growl, show, Segmenting for spelling p144 down, slow, how Practise reading 'again' and 'different'	Teach alternative pronunciation of 'ow' p136 Teach reading of polysyllabic words p142 rowing-boat, downtown Spelling polysyllabic words p149 glow-worm, window-cleaner
Practise	Reading flashcards p137 bush, music, up Spelling Quickwrite under, unicorn, awful	Reading flashcards p137 music, human, under Spelling countdown p137 stupid, up, sudden	Reading flashcards pushchair, human being Spelling Quickwrite unicorn, pulley, bullock	Reading flashcards window, bowl, grow Spelling countdown p137 gown, tow, brown	Reading flashcards glow-worm, window-cleaner Spelling countdown p137 rowing-boat, downtown
Apply	Reading sentence practise This music is awful.	Writing sentences p149 Put the pudding in the bowl.	Reading sentence p142 Push the pushchair along the road.	Writing sentence p149 Slow down!	Reading sentence p142 The window is brown.

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

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Phase 5 Week 9: Alternative pronunciations for ie and ea p136

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words *thought, any, saw* p140

Teach spelling the words *do*

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling 'do'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise tricky words
Teach	Teach alternative pronunciation of 'ie' p136 Blending for reading p134 chief, field, thief Segmenting for spelling p144 chief, yield, shield Practise reading 'any' 'saw' and 'thought' p140	Teach alternative pronunciation of 'ie' p136 Blending for reading p134 chief, die, shield Segmenting for spelling p144 pie, field, thief Practise reading 'any' 'saw' and 'thought' p140	Teach alternative pronunciation of 'ea' p136 Blending for reading p134 head, dead, deaf Segmenting for spelling p144 ready, bread, heaven Practise reading 'any' 'saw' and 'thought' p140 Teach spelling 'do'	Teach alternative pronunciation of 'ea' p136 Blending for reading p134 sea, bead, head Segmenting for spelling p144 read, deaf, leaf Practise reading 'any' 'saw' and 'thought' Teach spelling 'do'	Teach reading of polysyllabic words p142 instead, breakfast Spelling polysyllabic words p149 shrieking, feather Teach spelling 'do'
Practise	Reading flashcards p137 shield, field, shriek Spelling Quickwrite relief priest, brief	Reading flashcards p137 fieldmouse, pork-pie Spelling countdown p137 died, brief	Reading flashcards bread, ready Spelling Quickwrite head, dead, deaf	Reading flashcards window, bead, sea, bread Spelling countdown p137 dead, pea, leaf	Reading flashcards feather, pleasant Spelling countdown p137 instead, breakfast
Apply	Reading sentence practise The priest is in the field.	Writing sentences p149 The chief had a shield.	Reading sentence p142 He hurt his head.	Writing sentence p149 I put my head in the sea.	Reading sentence p142 For breakfast I eat bread.

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

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Phase 5 Week 10: Alternative pronunciations for er and ch p136

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words *through, eyes* p140

Teach spelling the words *what, please*

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling 'what' and 'please'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise tricky words
Teach	Teach alternative pronunciation of 'er' p153 Blending for reading p134 her, stern, herbs Segmenting for spelling p144 jerky, servant, fern Practise reading 'through' and 'eyes' p140	Teach alternative pronunciation of 'er' p153 Blending for reading p134 water, Oliver, bigger Segmenting for spelling p144 nicer, farmer, letter Practise reading 'through' and 'eyes' p140	Teach alternative pronunciation of 'ch' p153 Blending for reading p134 school, chord, Chris, Chloe Segmenting for spelling p144 chemical Teach spelling 'what' and 'please'	Teach alternative pronunciation of 'ch' p153 Blending for reading chef, Charlotte, machine Segmenting for spelling p144 chalet, brochure Teach spelling 'what' and 'please'	Teach alternative pronunciation of 'ch' p153 Blending for reading chef, chemist, chip Segmenting for spelling p144 rich, chord, school Teach spelling 'what' and 'please'
Practise	Reading flashcards p137 perky, fern Spelling Quickwrite stern, herb, her	Reading flashcards p137 watering-can, permanent Spelling countdown p137 stern, Oliver	Reading flashcards technical, Christmas Spelling Quickwrite school, Chloe	Reading flashcards brochure, chef Spelling countdown p137 chef, Charlotte	Reading flashcards school, Chris, Charlotte Spelling countdown p137 Chloe, brochure, chef
Apply	Reading sentence practise Put some herbs in the pan.	Writing sentences p149 Oliver is bigger than me.	Reading sentence p142 Chris and Chloe go to school.	Writing sentence p149 Charlotte is a chef.	Reading sentence p142 Charlotte and Chris go to church.

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 11: Alternative pronunciations for a p136

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words *work, friends* p140

Teach spelling the words *little*

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'a' sound in hat, man, tag etc	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling 'words' and 'friends'	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise tricky words
Teach	Teach alternative pronunciation of 'a' p152 Blending for reading p134 fast, path, pass Segmenting for spelling p144 last, past, mast Practise reading 'work' and 'friends' p140	Teach alternative pronunciation of 'a' p152 Blending for reading p134 acorn, bacon, angel Segmenting for spelling p144 native, Amy, baby Practise reading 'work' and 'friends' p140	Teach alternative pronunciation of 'a' p152 Blending for reading p134 watch, what, wasp Segmenting for spelling p144 squash, squad, wash Teach spelling 'little'	Teach alternative pronunciation of 'a' p152 Blending for reading hat, want, fast, acorn Segmenting for spelling p144 stack, squash, last, Teach spelling 'little'	Teach reading of polysyllabic words Watchman, nightwatch Spelling polysyllabic words p149 footpath, password
Practise	Reading flashcards p137 father, grass, after Spelling Quickwrite pass, fast, branch	Reading flashcards p137 apron, apricot, native Spelling countdown p137 angel, acorn, bacon	Reading flashcards want, wander, squad Spelling Quickwrite wallet, watch, wasp	Reading flashcards bath, ant, baby, want Spelling countdown p137 apple, what, bacon, after	Reading flashcards babyish, branches Spelling countdown p137 afterwards, fastest
Apply	Reading sentence practise Pass the branch to father.	Writing sentences p149 I have an apron at work.	Reading sentence p142 My friends watch TV.	Writing sentence p149 Squash the acorn.	Reading sentence p142 The little girl went on the footpath.

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 12: *Alternative pronunciations for y* p136

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words *mouse, once, put, could* p140

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'y' sound in yes, yet, you	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling ' <i>mouse, once, put, could</i> '	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative pronunciation of 'y' p153 Blending for reading p134 by, my, spy Segmenting for spelling p144 sky, reply, fry Practise reading <i>mouse, once, put, could</i> p140	Teach alternative pronunciation of 'y' p153 Blending for reading p134 happy, very, funny Segmenting for spelling p144 lolly, merry, crunchy Practise reading <i>mouse, once, put, could</i> p140	Teach alternative pronunciation of 'y' p152 Blending for reading p134 gym, crystal, cygnet Segmenting for spelling p144 mystery, pyramid	Teach alternative pronunciation of 'y' p152 Blending for reading hat, yes, any, by Segmenting for spelling p144 spy, gym, happy,	Teach reading of polysyllabic words Mystical, gymnastics Spelling polysyllabic words p149 flying, pyramid
Practise	Reading flashcards p137 dry, why, reply Spelling Quickwrite try, my, fly	Reading flashcards p137 carry, hairy, holly Spelling countdown p137 silly, Molly, Billy	Reading flashcards Egypt, Lynne, mystery Spelling Quickwrite gym, crystal	Reading flashcards yet, try, funny, mystic Spelling countdown p137 lolly, yes, dry, crystal	Reading flashcards flying, pyramid, Spelling countdown p137 mystical gymnastics
Apply	Reading sentence practise I fly in the sky.	Writing sentences p149 Billy and Molly are happy.	Reading sentence p142 The pyramids are in Egypt.	Writing sentence p149 Jimmy goes to the gym.	Reading sentence p142 I do gymnastics every week.
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 13: [Alternative pronunciations for ou p136](#)

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words [many, good, away](#) p140

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ou' sound in out, about, cloud, sound	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise spelling many, good, away	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative pronunciation of 'ou' p153 Blending for reading p134 you, soup, group Segmenting for spelling p144 you, soup, group Practise reading many, good, away p140	Teach alternative pronunciation of 'ou' p153 'oh you lucky duck' mnemonic Blending for reading p134 could, would, should Segmenting for spelling p144 could, would, should Practise reading 'many' p140	Teach alternative pronunciation of 'ou' p153 Blending for reading p134 shoulder, mouldy, boulder Segmenting for spelling p144 mould, shoulders, boulder	Practise all pronunciation of 'ou' p152 Blending for reading out, should, soup, mould Segmenting for spelling p144 mouldy, could, about	Teach reading of polysyllabic words Shoulder-bag, couldn't Spelling polysyllabic words p149 soupbowl, housework
Practise	Reading sentence Do you like soup? Writing sentence There is a big group of girls in our class.	Reading flashcards p137 could, couldn't, would, wouldn't, should, shouldn't Spelling countdown p137 could, would, wouldn't, should, shouldn't	Reading sentence My shoulder hurts. Writing sentence My bread is mouldy.	Reading flashcards shout, would, you, boulder Spelling countdown p137 should, trout, group, mould	Reading flashcards rounders, grouping Spelling countdown p137 wouldn't, outsider
Apply	Make up as many sentences as possible with these words	Writing sentences p149 You shouldn't do that!	Reading sentence p142 There are too many boulders.	Writing sentence p149 Could I have some soup?	Reading sentence p142 I would like to eat some soup.
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 14: [Alternative pronunciations for e and ey p152-3](#)

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words [laughed](#), [want](#), [over](#) p140

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'e' sound in bed, net, best	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ey' sound in key, money	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative pronunciation of 'e' p153 Blending for reading p134 he, she, be Segmenting for spelling p144 we, me, Practise reading laughed , want , over p140	Teach alternative pronunciation of 'e' p153 Blending for reading p134 bedroom, send, she Segmenting for spelling p144 be, nest, me Practise reading laughed , want , over p140	Teach alternative pronunciation of 'ey' p153 Blending for reading p134 they, grey, obey Segmenting for spelling p144 prey, survey Practise reading laughed , want , over p140	Practise all pronunciation of 'ey' p152 Blending for reading monkey, donkey, grey Segmenting for spelling p144 obey, honey	Teach reading of polysyllabic words Honeybee, keystone Spelling polysyllabic words p149 greyness, surveying
Practise	Reading flashcards p137 recent, decent, region Spelling countdown p137 recent, decent, region	Reading flashcards p137 he, testing, ending Spelling countdown p137 we, steps, telly	Reading flashcards p137 survey, prey Spelling quickwrite p137 they, grey, obey	Reading flashcards key, they Spelling countdown p137 monkey, survey	Reading flashcards surveying, greyness Spelling countdown p137 honeybee, keystone
Apply	Reading sentence p142 He is a decent man.	Writing sentences p149 I laughed at the telly.	Reading sentence p142 They must obey the teacher.	Writing sentence p149 The monkey likes honey.	Reading sentence p142 We laughed at the monkey.

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 15: Alternative spellings for /ch/ and /j/

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach spelling the word *oh, how, did, man* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ch' chip, chin, rich	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /ch/ = 'tch' p154 Blending for reading p134 catch, pitch, fetch Segmenting for spelling p144 notch, ditch, kitchen Practise spelling <i>oh, how, did, man</i> p148	Teach alternative spelling of /ch/ = 't' p154 Blending for reading p134 picture, creature, future Segmenting for spelling p144 mixture, nature, capture Practise spelling <i>oh, how, did, man</i> p148	Practise all spellings of /ch/ p154 Blending for reading p134 chip, fetch, picture Segmenting for spelling p144 rich, patch, adventure Practise spelling <i>oh, how, did, man</i> p148	Teach alternative spelling of /j/= 'dge' p154 Blending for reading p134 fudge, sledge, badger Segmenting for spelling p144 ledge, lodge, podgy Practise spelling <i>oh, how, did, man</i> p148	Practise all spellings of /j/ Blending for reading Judge, jet, hedge Segmenting for spelling Lodgings, fudge, jester
Practise	Reading flashcards p137 stitch, match, scratch Spelling countdown p137 crutch, titchy, patch	Reading flashcards p137 mixture, nature, adventure Spelling countdown p137 future, signature, picture	Reading flashcards p137 adventure, creature, match Spelling quickwrite p137 kitchen, mixture, chick	Reading flashcards dodging, nudge, badge Spelling countdown p137 hedge, lodge, fudge	Reading flashcards badger, joke Spelling countdown p137 Jesus, badge
Apply	Phoneme spotter p145 /ch/	Best bet p147	Rhyming word generation p146	Phoneme spotter p145 /j/	Best bet p147

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 16: Alternative spellings for /n/ /r/ /m/ p154

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach spelling the word **their, going** p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'n' net, span, need	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /n/ = 'gn' p154 Blending for reading p134 gnat, gnaw, sign Segmenting for spelling p144 resign, gnome Practise spelling their, going p148	Teach alternative spelling of /n/ = 'kn' p154 Blending for reading p134 knit, knob, knew Segmenting for spelling p144 knife, knock Practise spelling their, going p148	Practise all spellings of /r/ = 'wr' p154 Blending for reading p134 wrap, wrong, wrote Segmenting for spelling p144 wry, written Practise spelling their, going p148	Teach alternative spelling of /m/= 'mb' p154 Blending for reading p134 lamb, bomb, thumb Segmenting for spelling p144 comb, climb, numb Practise spelling their, going	Practise and review
Practise	Reading flashcards p137 gnash, design Spelling countdown p137 sign, gnat	Reading flashcards p137 know, knot Spelling countdown p137 knickers, knitting	Reading flashcards p137 wretched, wrench Spelling quickwrite p137 wren, wrong	Reading flashcards plumber, limb Spelling countdown p137 lamb, bomber	
Apply	Phoneme spotter p145 /n/	Best bet p147 /n/	Best bet p147 /r/	Phoneme spotter p145 /m/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 17: Alternative spellings for /s/ /z/ /u/ p154

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach spelling the words [people](#), [would](#), or p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 's' sit, sand, sick	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5 Review 'z' in zoo, zip.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /s/ = 'st' p154 Blending for reading p134 listen, whistle, castle Segmenting for spelling p144 rustle, Christmas Practise spelling people , would , or p148	Teach alternative spelling of /s/ = 'se' p154 Blending for reading p134 house, grease, purse Segmenting for spelling p144 grouse, loose, mouse Practise spelling people , would , or p148	Practise all spellings of /z/ = 'se' p154 Blending for reading p134 please, tease, cheese Segmenting for spelling p144 because, browse Practise spelling ' people ', would , or p148	Teach alternative spelling of /u/= 'o' p154 Blending for reading p134 son, come, some Segmenting for spelling p144 done, none, ton Practise spelling people , would , or	Practise and review
Practise	Reading flashcards p137 jostle, bristle Spelling countdown p137 glisten, wrestle	Reading flashcards p137 crease, horse Spelling countdown p137 grouse, cease,	Reading flashcards p137 ease, rouse Spelling quickwrite p137 noise, pause	Reading flashcards nothing, mother Spelling countdown p137 month, worry, brother	
Apply	Phoneme spotter p145 /s/	Best bet p147 /s/	Best bet p147 /z/	Phoneme spotter p145 /m/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 18: Alternative spellings for /i/ and /ear/ p154

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words **Mr, Mrs, took, home** p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'i' in, imp, is	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ear' fear, near	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /i/ = 'y' p154 Blending for reading p134 happy, funny, mummy Segmenting for spelling p144 Daddy, only Practise spelling Mr, Mrs, took, home p148	Teach alternative spelling of /i/ = 'ey' p154 Blending for reading p134 donkey, valley, trolley Segmenting for spelling p144 pulley, Lesley Practise spelling Mr, Mrs, took, home p148	Practise all spellings of /ear/ = 'ere' p154 Blending for reading p134 here, mere, severe Segmenting for spelling p144 interfere, adhere Practise spelling Mr, Mrs, took, home p148	Teach alternative spelling of /ear/= 'eer' p154 Blending for reading p134 beer, sheer, veer Segmenting for spelling p144 career, steering Practise spelling Mr, Mrs, took, home p148	Practise and review
Practise	Reading flashcards p137 sunny, gym, Spelling countdown p137 pyramid, sympathy	Reading flashcards p137 chimney, monkey Spelling countdown p137 valley, trolley	Reading flashcards p137 adhere, severe Spelling quickwrite p137 interfere, here	Reading flashcards peer, cheer, sneer Spelling countdown p137 deer, sheer, peering	
Apply	Phoneme spotter p145 /i/	Best bet p147 /i/	Best bet p147 /ear/	Phoneme spotter p145 /m/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 19: Alternative spellings for /ar/ and /ur/ p155

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *looked, who, think* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ar' car, part, market	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ur' surf, turn	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /ar/ = 'a' p155 Blending for reading p134 father, path, grass Segmenting for spelling p144 lather, rather, last Practise spelling 'looked' 'who' and 'think' p148	Teach alternative spelling of /ar/ = 'al' p155 Blending for reading p134 half, almond Segmenting for spelling p144 calm, palm tree Practise spelling 'looked' 'who' and 'think' p148	Practise all spellings of /ur/ = 'or' p155 Blending for reading p134 Word, world, worse Segmenting for spelling p144 worm, work, worship Practise spelling 'looked' 'who' and 'think' p148	Teach alternative spelling of /ur/= 'ear' p155 Blending for reading p134 learn, pearl, earth Segmenting for spelling p144 earn, early Practise spelling 'looked' 'who' and 'think' p148	Practise and review
Practise	Reading flashcards p137 branch, after, rather Spelling countdown p137 father, path, grass	Reading flashcards p137 lip balm, calf, qualm Spelling countdown p137 valley, trolley almond, half	Reading flashcards p137 worth, work Spelling quickwrite p137 worse, world	Reading flashcards earnest, rehearsal Spelling countdown p137 search, heard, pearl	
Apply	Phoneme spotter p145 /ar/	Best bet p147 /ar/	Best bet p147 /ur/	Phoneme spotter p145 /ur/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 20: Alternative spellings for /air/ p155

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *called, school, didn't* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'air' hair, stair, pair	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /air/ = 'ere' p155 Blending for reading p134 there, where, nowhere Segmenting for spelling p144 everywhere, somewhere Practise spelling 'called, school, didn't' p148	Teach alternative spelling of /air/ = 'ear' p155 Blending for reading p134 pear, bear, swear Segmenting for spelling p144 tear, wear Practise spelling <i>called, school, didn't</i> p148	Practise all spellings of /air/ = 'are' p155 Blending for reading p134 Care, dare, fare Segmenting for spelling p144 square, stare Practise spelling <i>called, school, didn't</i> p148	Practise all four spellings of /air/ including the words covered so far and hair, stair, fair, lair	Practise and review
Practise	Reading flashcards p137 somewhere, everywhere Spelling countdown p137 there, where, nowhere	Reading flashcards p137 wearing, tear Spelling countdown p137 bear, pear, swearing	Reading flashcards p137 share, hare, bus-fare Spelling quickwrite p137 care, glare, mare	Read sentence The Care Bear was in the air. There are pears somewhere.	
Apply	Phoneme spotter p145 /air/	Best bet p147 /air/	Best bet p147 /air/	Phoneme spotter p145 /m/	
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 21: *Alternative spellings for /or/* p155

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *asked, know, can't, ran* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'or' for, fork, stork	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /or/ = 'al' p155 Blending for reading p134 talk, walk, wall Segmenting for spelling p144 fall, stalk, ball Practise spelling <i>asked, know, can't, ran</i> p148	Teach alternative spelling of /or/ = 'our' p155 Blending for reading p134 pour, court, mourn Segmenting for spelling p144 fourteen, your Practise spelling <i>asked, know, can't, ran</i> p148	Practise all spellings of /or/ = 'augh' p155 Blending for reading p134 Taught, naughty, Segmenting for spelling p144 caught, daughter Practise spelling <i>asked, know, can't, ran</i> p148	Practise all four spellings of /or/ including the words covered so far and stork, morning, forth, normal Practise spelling <i>asked, know, can't, ran</i> p148	Practise and review
Practise	Reading flashcards p137 calling, beanstalk, always Spelling countdown p137 talking, walkway, wall	Reading flashcards p137 four, tournament Spelling countdown p137 tour, court, pour	Reading flashcards p137 haughty, caught Spelling quickwrite p137 taught, naughty	Read sentence The Care Bear was in the air. There are pears somewhere.	
Apply	Phoneme spotter p145 /or/	Best bet p147 /or/	Best bet p147 /or/	Phoneme spotter p145 /or/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 22: [Alternative spellings for /oo/](#) p155

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words [bear](#), [long](#), [things](#) p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'oo' foot, good	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /oo/ = 'oul' p155 Blending for reading p134 could, would Segmenting for spelling p144 should, couldn't Teach spelling the words bear , long , things p148	Teach alternative spelling of /oo/ = 'u' p155 Blending for reading p134 put, pull, push Segmenting for spelling p144 full, bull Practise spelling the words bear , long , things p148	Practise all three spellings of /oo/ including the words covered so far and good, foot, look, book Practise spelling the words bear , long , things p148	Use Phoneme Story Spotter- Could I? p165 Children look for and highlight different spellings of the /oo/ sound Practise spelling the words bear , long , things p148	Practise and review
Practise	Reading flashcards p137 should, could Spelling countdown p137 wouldn't shouldn't	Reading flashcards p137 playful, pudding Spelling countdown p137 put, pulling	Write sentences Could you push the book?		
Apply	Phoneme spotter p145 /oo/	Best bet p147 /oo/	Best bet p147 /or/	Phoneme spotter p145 /or/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 23: [Alternative spellings for /ai/ p155](#)

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words [new, after, wanted](#) p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ai' rain, tail, main	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /ai/ = 'a-e' p156 Blending for reading p134 came, shake, base Segmenting for spelling p144 amaze, escape, snake Teach spelling the words new, after, wanted p148	Teach alternative spelling of /ai/ = 'ay' p155 Blending for reading p134 day, stay, way Segmenting for spelling p144 clay, stray Teach spelling the words new, after, wanted p148	Practise all three spellings of /ai/ including the words covered so far and rain, main, stain, trail, bail Practise spelling the words new, after, wanted p148	Use Phoneme Story Spotter- The School Sale p164 Children look for and highlight different spellings of the /ai/ sound	Practise and review
Practise	Reading flashcards p137 make, made, tame Spelling countdown p137 fame, lake, shade	Reading flashcards p137 may, jay, crayon Spelling countdown p137 delay, say, tray	Write sentences Today I will stay in the rain. Shake your tail.		
Apply	Phoneme spotter p145 /ai/	Best bet p147 /ai/	Best bet p147 /or/	Phoneme spotter p145 /or/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 24: Alternative spellings for /ee/ p155

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *eat, everyone, our* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'ee' bee, tree, meet	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /ee/ = 'ea' p156 Blending for reading p134 sea, seat, bead Segmenting for spelling p144 least, steam Teach spelling the words <i>eat, everyone, our</i> p148	Teach alternative spelling of /ee/ = 'e-e' p155 Blending for reading p134 these, Pete, even Segmenting for spelling p144 theme, Steve, gene Teach spelling the words <i>eat, everyone, our</i> p148	Teach alternative spelling of /ee/ = 'ie' p155 Blending for reading p134 chief, thief, field Segmenting for spelling p144 yield, shriek, relief Teach spelling the words <i>eat, everyone, our</i> p148	Teach alternative spelling of /ee/ = 'y' p155 Blending for reading p134 happy, very, funny Segmenting for spelling p144 silly, merry Teach spelling the words <i>eat, everyone, our</i> p148	Use <i>Phoneme Story Spotter- A real treat</i> p160 Children look for and highlight different spellings of the /ee/ sound
Practise	Reading flashcards p137 steamy, repeat, treat Spelling countdown p137 meat, read, stream	Reading flashcards p137 extreme, complete Spelling countdown p137 Marlene, these	Reading flashcards p137 yield, relief Spelling countdown p137 field, thief	Reading flashcards p137 fairy, starry Spelling countdown p137 mighty	
Apply	Phoneme spotter p145 /ai/	Best bet p147 /ai/	Best bet p147 /or/	Phoneme spotter p145 /or/	
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 25: Alternative spellings for /igh/ p155

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words **two, has, yes** p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'igh' light, bright	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /igh/ = 'ie' p156 Blending for reading p134 pie, lie, spied Segmenting for spelling p144 tried, cried Teach spelling the words two, has, yes p148	Teach alternative spelling of /igh/ = 'y' p155 Blending for reading p134 by, my, reply Segmenting for spelling p144 sky, spy, July Practise spelling the words two, has, yes p148	Teach alternative spelling of /igh/ = 'i-e' p155 Blending for reading p134 like, spite, ride Segmenting for spelling p144 trike, bite, line Practise spelling the words two, has, yes p148	Practise all four spellings for /igh/ including words so far this week and night, mighty, bright, fight, frightening Practise spelling the words two, has, yes p148	Use Phoneme Story Spotter- A Right Mess p161 Children look for and highlight different spellings of the /ee/ sound
Practise	Reading flashcards p137 applied, denied Spelling countdown p137 pie, lie, tried	Reading flashcards p137 cry, try, why Spelling countdown p137 deny, fly	Reading flashcards p137 fine, nine, bike Spelling countdown p137 file, shine, ripe, prize	Read sentences My bike is light. I want to eat a pie tonight.	
Apply	Phoneme spotter p145 /igh/	Best bet p147 /igh/	Best bet p147 /igh/	Phoneme spotter p145 /igh/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 26: [Alternative spellings for /oa/](#) p156

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words [play](#), [take](#), [well](#) p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'oa' coat, float	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /oa/ = 'ow' p156 Blending for reading p134 low, grow, show Segmenting for spelling p144 window, rowing boat Teach spelling the words play , take , well p148	Teach alternative spelling of /oa/ = 'oe' p155 Blending for reading p134 toe, Joe, tomatoes Segmenting for spelling p144 heroes, doe, woe Teach spelling the words play , take , well p148	Teach alternative spelling of /oa/ = 'o-e' p155 Blending for reading p134 bone, tone, home Segmenting for spelling p144 woke, spoke, stone Teach spelling the words play , take , well p148	Practise all four spellings for /oa/ including words so far this week and coat, oak, croak Teach spelling the words play , take , well p148	Use Phoneme Story Spotter- The Old Pony p163 Children look for and highlight different spellings of the /ee/ sound
Practise	Reading flashcards p137 snow, flow, glow Spelling countdown p137 growing, shown	Reading flashcards p137 foe, woe, echoes Spelling countdown p137 goes, tomatoes	Reading flashcards p137 note, phone, alone Spelling countdown p137 stoke, poke, tone	Read sentences The snowman phones home. Show me that coat.	
Apply	Phoneme spotter p145 /oa/	Best bet p147 /oa/	Best bet p147 /oa/	Phoneme spotter p145 /oa/	
Assessment			<ul style="list-style-type: none"> • Read and spell phonically decidable two-syllable and three-syllable words • Read automatically all the words in the list of 100 high-frequency words • Accurately spell most of the words in the list of 100 high-frequency words • Form each letter correctly 		
<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any sound given, write the common graphemes. • Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 					

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 27: Alternative spellings for /oo/ p156

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *find, more, I'll* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /oo/ = 'u-e' p156 Blending for reading p134 use, muse, duke Segmenting for spelling p144 value, cube, tune Teach spelling the words <i>find, more, I'll</i> p148	Teach alternative spelling of /oo/ = 'ue' p155 Blending for reading p134 cue, venue, rescue Segmenting for spelling p144 argue, due, hue Teach spelling the words <i>find, more, I'll</i> p148	Teach alternative spelling of /oo/ = 'ew' p155 Blending for reading p134 stew, few, new, Segmenting for spelling p144 nephew, renew Teach spelling the words <i>find, more, I'll</i> p148	Use <i>Phoneme Story Spotter- Luke and Ruth</i> p162 Children look for and highlight different spellings of the /oo/ sound Teach spelling the words <i>find, more, I'll</i> p148	Practise and review
Practise	Reading flashcards p137 use, cute, amuse Spelling countdown p137 computer, mule	Reading flashcards p137 statue, value Spelling countdown p137 rescue, cue	Reading flashcards p137 Matthew, mildew, knew Spelling countdown p137 knew, stew, pew	Read sentences Use the spoon in the stew.	
Apply	Phoneme spotter p145 /oo/	Best bet p147 /oo/	Best bet p147 /oo/	Phoneme spotter p145 /oo/	
Assessment					
<ul style="list-style-type: none"> Give the sound when shown any grapheme that has been taught For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 			<ul style="list-style-type: none"> Read and spell phonically decidable two-syllable and three-syllable words Read automatically all the words in the list of 100 high-frequency words Accurately spell most of the words in the list of 100 high-frequency words Form each letter correctly 		

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 28: Alternative spellings for /oo/ p156

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words [round](#), [tree](#), [magic](#) p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'oo' spoon, boot, soon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /oo/ = 'ue' p156 Blending for reading p134 clue, blue, true Segmenting for spelling p144 flue, issue Teach spelling the words round , tree , magic p148	Teach alternative spelling of /oo/ = 'u-e' p155 Blending for reading p134 flute, spruce, plume Segmenting for spelling p144 rule, rude, brute Teach spelling the words round , tree , magic p148	Teach alternative spelling of /oo/ = 'ew' p155 Blending for reading p134 blew, drew, screw, Segmenting for spelling p144 chew, crew, threw Teach spelling the words round , tree , magic p148	Use Phoneme Story Spotter- Luke and Ruth p162 Children look for and highlight different spellings of the /oo/ sound Teach spelling the words round , tree , magic p148	Practise and review
Practise	Reading flashcards p137 glue, Sue Spelling countdown p137 Prue, tissue	Reading flashcards p137 fluke, June, Spelling countdown p137 plume, flute	Reading flashcards p137 Andrew, flew, grew Spelling countdown p137 brew, screw	Read sentences In June the plane flew away. The crew are rude.	
Apply	Phoneme spotter p145 /oo/	Best bet p147 /oo/	Best bet p147 /oo/	Phoneme spotter p145 /oo/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 29: Alternative spellings for /oo/ p156

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *shouted, us, other* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'oo' spoon, boot, soon	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /oo/ = 'ue' p156 Blending for reading p134 clue, blue, true Segmenting for spelling p144 flue, issue Teach spelling the words <i>shouted, us, other</i> p148	Teach alternative spelling of /oo/ = 'u-e' p155 Blending for reading p134 flute, spruce, plume Segmenting for spelling p144 rule, rude, brute Teach spelling the words <i>shouted, us, other</i> p148	Teach alternative spelling of /oo/ = 'ew' p155 Blending for reading p134 blew, drew, screw, Segmenting for spelling p144 chew, crew, threw Teach spelling the words <i>shouted, us, other</i> p148	Use <i>Phoneme Story Spotter- Luke and Ruth</i> p162 Children look for and highlight different spellings of the /oo/ sound Teach spelling the words <i>shouted, us, other</i> p148	Practise and review
Practise	Reading flashcards p137 glue, Sue Spelling countdown p137 Prue, tissue	Reading flashcards p137 fluke, June, Spelling countdown p137 plume, flute	Reading flashcards p137 Andrew, flew, grew Spelling countdown p137 brew, screw	Read sentences In June the plane flew away. The crew are rude.	
Apply	Phoneme spotter p145 /oo/	Best bet p147 /oo/	Best bet p147 /oo/	Phoneme spotter p145 /oo/	

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

BGPS Phonics: Letters and Sounds framework

Phase 5 Week 30: Alternative spellings for /sh/ p156

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach spelling the words *shouted, us, other* p148

Practise reading and spelling high frequency words p140

Practise reading and spelling polysyllabic words p142 and 149

Practise reading sentences p142

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Review 'sh' wish, shot, she	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5.	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise Phase 5 tricky words	Recall all GPCs from phase 2, 3 and 4 and so far in Phase 5. Practise phase 5 tricky words
Teach	Teach alternative spelling of /sh/ = 'ci' p156 Blending for reading p134 special, social Segmenting for spelling p144 official, facial	Teach alternative spelling of /sh/ = 'ti' p155 Blending for reading p134 station, patience Segmenting for spelling p144 mention, position	Teach alternative spelling of /sh/ = 's' or 'ss' p155 Blending for reading p134 passion, sure, sugar Segmenting for spelling p144 session, mission	Practise all four spellings for /sh/ including words so far this week and ship, shake, shape, shack	Practise and review
Practise	Reading flashcards p137 official, facial Spelling countdown p137 artificial	Reading flashcards p137 mention, position Spelling countdown p137 station, patience	Reading flashcards p137 session, mission Spelling countdown p137 sure, sugar		
Apply	Phoneme spotter p145 /sh/	Best bet p147 /sh/	Best bet p147 /sh/	Phoneme spotter p145 /sh/	
Assessment					
<ul style="list-style-type: none"> Give the sound when shown any grapheme that has been taught For any sound given, write the common graphemes. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable 			<ul style="list-style-type: none"> Read and spell phonically decidable two-syllable and three-syllable words Read automatically all the words in the list of 100 high-frequency words Accurately spell most of the words in the list of 100 high-frequency words Form each letter correctly 		