

**Phase 3 Week 1: j v w x (set 6)**

Practise letters/ sounds and practise blending for reading. P85.

Practise segmentation for spelling p88

Read sentences using sets 1-6 letters and the tricky words **no, go, I, the, to**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned letters and sounds	Random words / captions from sets 1 - 5 p.71	Jv - captions Vic likes to jog. Jack is a vet.	Jvwx can children write these words? Van, jam, web, box (CVC)	Letter names using display / frieze.
<b>Teach</b>	Letters: Set 1: s a t p Set 2: I n m d Set 3: g o c k Set 4: ck, e u r Set 5:h b f ff l ll ss	- Teach set 6 j v p. 78-9	- Teach set 6 letters and sounds w x p. 78-9	- Learn an alphabet song (letter names) <i>Alphabet frieze / poster needed.</i> See p. 80	- Practise blending for reading See p. 85-6 Need words table 1 p. 100
<b>Practise</b>	Objects beginning with these phonemes. e.g. duck duck (write on whiteboards d) etc. Set 5 : some will be end phonemes e.g. mess  p. 69 / 70	- Practise blending for reading What's in the box procedure 1 and 2 only (p. 85) Jam, Jill, jet, jog, Jack, Jen, jet-lag, jacket Van, vet, Vic, Kevin, visit, velvet - Practise segmentation for spelling Phoneme frame (p.88) Support - words could be on interactive whiteboard for children to find.	- Practise blending for reading What's in the box procedure 1 and 2 only (p. 85) Will, win, wag, web, wig, wax, cobweb, wicked Mix, fix, box, tax, six, taxi, exit - Practise segmentation for spelling quickwrite (p.89)	Each child has their own letter of the alphabet to illustrate for display End - collect together can children put them in alphabetical order?	<ul style="list-style-type: none"> <li>- sound buttons under phonemes.</li> <li>- display list of words</li> <li>- demonstrate how to blend (m-a-n =man)</li> <li>- play game.</li> </ul>

<b>Apply</b>	Children to write some words down from lists on p. 69-70	Write captions - The vet had jet-lag. Jack likes jam.	Write captions - I am six. A box of cobwebs.	Letter names - match to object	- Practise segmentation for spelling Teacher to sound talk words, then say word - children to spell on whiteboards.
<b>Assessment:</b>  Additional activities: Yes / No questions (pages 100 and 104)			<b>Homework:</b> <u>Spellings:</u> jet, van, win, fix, cobweb, no, go, I, the, to <u>Sentences to read at home:</u> Mark and Carl got wet.		

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

Practise blending for reading

Practise segmentation for spelling

Practise reading captions and sentences with sets 1-7 letters and *he, she, no, go, I, the, to*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned letters and sounds <i>J v w x</i> (see last week).	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned letters and sounds <i>Y</i> and <i>z</i> (see Mon and Tues)	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned letters and sounds <i>Y z zz qu</i>
<b>Teach</b>	- Teach set 7 letters and sounds <i>y</i> p. 78-9	- Teach set 7 letters and sounds <i>z</i> p. 78-9	- Teach set 7 letters and sounds <i>zz</i> p. 78-9	- Teach set 7 letters and sounds <i>qu</i> p. 78-9	- Teach reading the tricky words <i>he, she</i> - Teach spelling the tricky words <i>the and to</i>
<b>Practise</b>	- Practise blending for reading with words... yap, yes, yet, yell, yum-yum Then try sentence substitution (p.86) <i>Jack said no.</i> - Practise segmentation for spelling Phoneme frame (p.88) yap, yes, yet, yell, yum-yum	- Practise blending for reading With words zip, Zak, zig-zag Then play what's in the box? (p85) - Practise segmentation for spelling Quickwrite game (p. 89) zip, Zak, zig-zag	- Practise blending for reading Buzz, jazz, fuzz, buzzing - Practise segmentation for spelling Phoneme frame (p.88) Buzz, jazz, fuzz,	- Practise blending for reading Quiz, quit, quick, quack, liquid Then try sentence substitution (p.86) <i>The duck went quack.</i> - Practise segmentation for spelling Quickwrite game (p. 89) Quiz, quit, quick, quack, liquid	- Practise blending for reading Play countdown (p.86) with words: yap, yes, yet, yell, yum-yum zip, Zak, zig-zag Buzz, jazz, fuzz, buzzing Quiz, quit, quick, quack, liquid

<b>Apply</b>	Read / write caption / sentence. Jill can sing Not yet	Finish the sentence... Verbally read the sentence to children He could not do up his ____. The line in the pattern was a _____.	Read / write caption / sentence. Zak is hot	Read / write caption / sentence. Quit the quiz	Read / write caption / sentence. Jack is in the taxi
<b>Assessment:</b>  Additional activities: Yes / No questions (pages 100 and 104)			<b>Homework:</b> <u>Spellings to send home:</u> yes, yet, zip, zig-zag, buzz, quick, he, she, to, the <u>sentences to read at home:</u> Yes I quit in the quiz.		

**Phase 3 Week 3: ch sh th ng**

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Practise reading two-syllable words

Teach reading the tricky words *we, me, be*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned GPCs :  <i>J v w x</i> <i>Y z zz qu</i> From weeks 1 and 2.	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned digraphs <i>Ch, sh</i>	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned digraphs <i>Th, ng</i>
<b>Teach</b>	- Teach the four consonant digraphs <i>ch</i> chop, chin, chug, check, such, chip, chill, much, rich, chicken	- Teach the four consonant digraphs <i>Sh</i> Ship, shop, shed, shell, fish, shock, cash, bash, hush, rush	- Teach the four consonant digraphs <i>Th</i> Them, then, that, this, with, moth, thin, thick, path, bath	- Teach the four consonant digraphs <i>ng</i> Ring, rang, hang, song, wing, rung, king, long, sing, ping-pong	- Teach reading the tricky words <i>we, me, be</i> Play full circle game p. 90
<b>Practise</b>	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling	- Practise blending for reading Whats in the box? P. 85 - Practise segmentation for spelling	- Practise blending for reading Buried treasure p. 87 - Practise segmentation for spelling	- Practise blending for reading Match words and pictures p. 87 - Practise segmentation for spelling	- Practise reading and spelling high-frequency words <i>he, she, we, me, be</i> (p.91) - Practise reading two-syllable words (p.94)

<b>Apply</b>	- Practise reading / writing captions and sentences A man is rich.	- Practise reading / writing captions and sentences I am in such a rush to get to the shops	- Practise reading / writing captions and sentences A moth is on the path.	- Practise reading / writing captions and sentences Shelly sang a song to me.	- Practise reading / writing captions and sentences Fish and chips, Chip shop, sing-song, moth wing.
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<p><b>Assessment:</b></p> <p>onal activities: Yes / No questions (pages 100 and 104)</p>	<p><b>Homework:</b></p> <p><u>Spellings to send home:</u> Chip, chin, ship, fish, moth, bath, ring, wing, me, be</p> <p><u>sentences to read at home:</u> The bath is full. Get fish and chips.</p>
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**Phase 3 Week 4: ai ee oa oo**

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Practise reading two-syllable words

Teach reading the tricky word **was**- Teach spelling the tricky words **no** and **go**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned consonant digraphs <b>Ch, sh, th, ng</b>	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs <b>ai, ee</b>	Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs <b>oa, oo</b>
<b>Teach</b>	- Teach four of the vowel digraphs <b>ai</b> Wait, Gail, hail, pain, aim, sail, main, tail, rain, bait	- Teach four of the vowel digraphs <b>ee</b> see, feel, weep, feet, jeep, seem, meet, week, deep, keep	- Teach four of the vowel digraphs <b>oa</b> coat, load, goat, road, loaf, soap, oak, toad, foal, boatman	Teach four of the vowel digraphs <b>oo</b> too, boot, zoo, hoot, zoom, cool, food, root, moon, rooftop look, foot, cook, good, book, took, wood, wool, hook, hood	- Teach reading the tricky word <b>was</b> - Teach spelling the tricky words <b>no</b> and <b>go</b>
<b>Practise</b>	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sentence substitution p. 86-7 - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading What's in the box? P. 85 - Practise segmentation for spelling Phoneme frame p. 88	- Practise blending for reading Matching words and pictures p. 87 - Practise segmentation for spelling Play full circle game p90	- Practise reading and spelling high-frequency words p.93 - Practise reading two-syllable words p.94

<b>Apply</b>	- Practise reading / writing captions and sentences Jill has fair hair.	Practise reading / writing captions and sentences Meet at six.	- Practise reading / writing captions and sentences goats on the farm	Practise reading / writing captions and sentences I can hear an owl hoot.	Practise reading / writing captions and sentences Gail was on the rooftop.
<b>Assessment:</b>  <b>Additional activities: Yes / No questions (pages 100 and 104)</b>				<b><u>Spellings to send home:</u></b> Pain, sail, feel, meet, coat, soap, boot, moon, was, no <b><u>sentences to read at home:</u></b> Gail was in pain.	



**Phase 3 Week 5: ar or ur ow**

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Teach reading the tricky word **my**

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned vowel digraphs <b>ai, ee, oa, oo</b>	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs <b>ar, or</b>	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs <b>Ur, ow</b>
<b>Teach</b>	- Teach four more vowel digraphs <b>ar</b> Bar, car, bark, card, cart, hard, jar, park, market, farmyard	- Teach four more vowel digraphs <b>or</b> For, fork, cord, cork, sort, born, worn, fort, torn, cornet	- Teach four more vowel digraphs <b>ur</b> fur, burn, urn, burp, curl, hurt, surf, turn, turnip, curds	- Teach four more vowel digraphs <b>ow</b> now, down, owl, cow, how, bow, powl, row, town, towel	- Teach reading the tricky word <b>my</b> - Teach spelling two-syllable words p.94
<b>Practise</b>	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sentence substitution p. 86-7 - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading What's in the box? P. 85 - Practise segmentation for spelling Phoneme frame p. 88	- Practise blending for reading Matching words and pictures p. 87 - Practise segmentation for spelling Play full circle game p. 90	- Practise reading and spelling high-frequency words p.93 - Practise reading two-syllable words p.94

<b>Apply</b>	- Practise reading / writing captions and sentences The car is red	- Practise reading / writing captions and sentences It is torn.	- Practise reading / writing captions and sentences Dig up a turnip.	- Practise reading / writing captions and sentences Now, now, brown cow.	- Practise reading / writing captions and sentences My hair is brown. My dog is Ben.
<b>Assessment:</b>  Additional activities: Yes / No questions (pages 100 and 104)			<b>Homework:</b> <u>Spellings to send home:</u> Car, hard, born, torn, curl, surf, owl, how, now, my <u>sentences to read at home:</u> The car park in town was full. A card was sent.		

**Phase 3 Week 6: oi er igh ear**

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Teach reading the tricky word **you**

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned vowel digraphs <b>ar, or, ur, ow</b>	- Practise letter names	- Practise previously learned vowel digraphs <b>Oi, er</b>	- Practise letter names	- Practise previously learned vowel digraphs <b>Igh, ear</b>
<b>Teach</b>	- Teach four more vowel digraphs <b>Oi</b> Oil, boil, coin, coil, join, soil, toil, quoit, poison, tinfoil	- Teach four more vowel digraphs <b>Er</b> Hammer, letter, rocker, supper, dinner, boxer, summer, banner	- Teach more vowel trigraphs <b>Igh</b> High, sigh, light, might, night, right, sight, fight, tight, tonight	- Teach more vowel trigraphs <b>Ear</b> Ear, dear, fear, hear, gear, near, tear, year, rear, beard	- Teach reading the tricky word <b>you</b>
<b>Practise</b>	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sentence substitution p. 86-7 - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading What's in the box? P. 85 - Practise segmentation for spelling Phoneme frame p. 88	- Practise blending for reading Matching words and pictures p. 87 - Practise segmentation for spelling Play full circle game p. 90	- Practise reading and spelling high-frequency words p.93 - Practise reading two-syllable words p.94
<b>Apply</b>	- Practise reading / writing captions and sentences A coin in the soil.	- Practise reading / writing captions and sentences We had supper at the dinner table.	- Practise reading / writing captions and sentences The moon was bright tonight.	- Practise reading / writing captions and sentences Oh dear, oh dear, can you hear?	- Practise reading / writing captions and sentences The boxer hit high. The banner had lots of bright letters.

**Assessment:**

Additional activities: Yes / No questions (pages 100 and 104)

**Homework:**

**Spellings to send home:**

**Boil, soil, foil, dinner, high, light, night, dear, fear, you**

**sentences to read at home:**

**There were lights in the sky at night.**

**The boxer hurt his ear.**

**Phase 3 Week 6: air ure**

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Teach reading the tricky word **they**

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise previously learned di/ trigraphs <b>Oi, er, igh, ear</b>	- Practise letter names	- Practise previously learned trigraphs <b>air, ure</b>	- Practise previously learned GPCs Yes / no questions p. 100 (sets 1-6) children to read and respond to questions.	- Practise previously learned GPCs Yes / no questions p. 100 (sets 1-7) children to read and respond to questions.
<b>Teach</b>	- Teach more vowel trigraphs air air, fair, hair, pair	- Teach more vowel trigraphs Ure Sure, lure, assure, insure, pure, cure, secure, manure, mature	- Teach reading the tricky word <b>they</b>	Review high frequency words.	Review high frequency words.
<b>Practise</b>	- Practise blending for reading Buried treasure activity p. 87 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sorting activity p. 88 (sort into one and two syllable words). - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading They went fishing. They were climbing Matching words and pictures (p. 87) - children could mime actions others could guess and write sentences.	- Practise reading and spelling high-frequency words	- Practise spelling two-syllable words
<b>Apply</b>	- Practise reading / writing captions and sentences. My hair is fair.	- Practise reading / writing captions and sentences. The boy was mature.	- Practise writing captions They play / cry / smile.	In the woods sentences from p. 104	Two syllable word sentences from p. 103-4

**Assessment:****Additional activities: Yes / No questions (pages 100 and 104)****Spellings to send home:****Air, fair, hair, pair, sure, pure, cure, manure, mature, they****sentences to read at home:****He has fair hair.****That pair are mature.**

**Phase 3 Week 7:**

Practise blending for reading

Practise segmentation for spelling

Teach reading the tricky word [her](#)

Practise reading and spelling high-frequency words

Practise spelling two-syllable words

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b>	- Practise letter names	- Practise letter names	- Practise letter names	- Practise letter names	- Practise letter names
<b>Teach</b>	- Teach reading the tricky word <a href="#">her</a>	-reading and spelling high-frequency words p.193-4	-reading and spelling high-frequency words p.193-4	-reading and spelling high-frequency words p.193-4	-reading and spelling high-frequency words p.193-4
<b>Practise</b>	- Practise all GPCs	- Practise all GPCs	- Practise all GPCs	- Practise all GPCs	- Practise all GPCs

	j and v p. 100	w and x p.100	y and qu p. 100	z and zz p. 100	ch and sh p. 101
Apply	- Practise reading / writing captions and sentences Captions (1-5) on page 103	- Practise reading / writing captions and sentences Captions (6-10) on page 103	- Practise reading / writing captions and sentences Sentences (1-5) on page 103	- Practise reading / writing captions and sentences Sentences (6-10) on page 103	At the river sentences p. 103
<b>Assessment:</b>  Additional activities: Yes / No questions (pages 100 and 104)			<b>Homework:</b> <u>Spellings to send home:</u> Cheep, tooth, chair, sharp, torch, looking, sheet, harsh, poach, her <u>sentences to read at home:</u> The chickens peck up corn on the farmyard. The chickens go into a shed at night - foxes might get them.		