



Goat Lees Primary School Phonics Planning

**IN ADDITION TO READING, EACH PHONICS SESSION MUST ALSO INCLUDE A WRITING ELEMENT TO REINFORCE SPELLING**

Resources: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) [www.oxfordphonicschecksupport.co.uk](http://www.oxfordphonicschecksupport.co.uk) [phonics boxes](#) [letters and sounds document](#) ([staff/curriculum/English/phonicsandspelling](#))

Phase 2 Week 1: s a t p (set 1)					
Practise letters/ sounds and start to practise oral blending and segmenting p51.					
Teach blending and reading the high frequency words <a href="#">a</a> , <a href="#">an</a> , <a href="#">as</a> p64					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	N/A	Recall 's' using flashcards Play I Spy with 's' objects	Recall s and a using flashcards . Pin up the flashcards and then say words starting with 'a' or 's' phoneme. Children have to stand next to the right letter	Recall s/ a/ t/ Flashcard game as yesterday Play Quickwrite letters p55	Recall s/a/t/p using flashcards - when finished stick these on wall frieze Play Georgie's Gym on p 55
Teach	Teach 's' using cued articulation	Teach 'a' using cued articulation  Teach high frequency words <a href="#">a</a> , <a href="#">an</a> , <a href="#">as</a> p64	Teach 't' using cued articulation	Teach 'p' using cued articulation	Practise blending the following words tap/ pat/ sat Demonstrate on the board and ask the children to repeat back
Practise	Sort objects that have 's' sound and those which don't	Sort objects/ pictures which start with 'a' or 's'	Sound talk p58 at/ sat/ as/ a/ an	Sound talk p58 pat/ at/ tap/ sap/ as/ a/ an	Show the children your word but don't say it. Ask them to put their letter cards in the same order on their boards
Apply	Draw 's' in a variety of sizes and media i.e. paint snakes and draw in chalks on wall.	Play musical statues when the music stops show the children a letter flashcard, they have to make sound and do action/ trace in the air. Write on board	Sort magnetic letters into the three letters so far	Recall exercise p 54 Children have letter cards for letters so far. Say a letter and they have to hold it up.	Children practise sounding out and saying the words
<b>Assessment</b>					
<ul style="list-style-type: none"> <li>Give the sound when shown any Phase 2 letter, securing first the starter letters <a href="#">s</a>, <a href="#">a</a>, <a href="#">t</a>, <a href="#">p</a>, <a href="#">i</a>, <a href="#">n</a>.</li> <li>Find any Phase 2 letter, from a display, when given the sound.</li> <li>Be able to orally blend and segment CVC words.</li> </ul>			<ul style="list-style-type: none"> <li>Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: <a href="#">if</a>, <a href="#">am</a>, <a href="#">on</a>, <a href="#">up</a> and 'silly' words such as <a href="#">ip</a>, <a href="#">ug</a>, and <a href="#">ock</a>.</li> <li>Be able to read the five tricky words <a href="#">the</a>, <a href="#">to</a>, <a href="#">l</a>, <a href="#">no</a>, <a href="#">go</a>.</li> </ul>		



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Phase 2 Week 2: i n m d (set 2)					
Practise all letters/sounds learned so far p51 Teach blending with letters (for reading) p58 Practise blending and reading high frequency words <b>is, it, in, at, l</b> p64			Practise oral blending and segmenting p55-6 Practise blending for reading p59		
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall s/a/t/p letter sounds using frieze and pointing stick p53 Play Quickwrite letters p55	Recall s/a/t/p/i/ using flashcards Play What's Missing? P 56	Recall s/a/t/p/i/n with flashcards Play Quickwrite letters p55	Recall s/ a/ t/ p/ i/ n/ m Flashcard game as yesterday	Recall s/a/t/p / i/ n/ m using flashcards Play Georgie's Gym on p 55
Teach	Teach 'i' using cued articulation (see also p51 for ideas) Sound talk - it, at, is, sat, pat, tap, sap, sit, pit, tip, pip, sip, l	Teach 'n' using cued articulation  Sound talk: an, nap, nip, pin, tan, tin, in  Practise reading high frequency words	Teach 'm' using cued articulation Sound talk: am, man, mat, map, Pam, Tim, Sam  Practise reading high frequency words	Teach 'd' using cued articulation Sound talk: pad, mad, sad, dim, dip, dad, did, Sid, Dan  Practise reading high frequency words	Practise this week's words playing full circle p 63 as follows: tip, tap, map, man, pan, tan, tin, sin, pin, pip, tip Children use magnetic letters or write words and shout full circle when the come back to the first word
Practise	Blending: Show a pic of a tap, chn select the correct word from tap, sap and pat and record on white board	Blending for reading: Pics of tap, pan, pin, tin - children all have word cards and match correct words to objects/pics	Blending for reading: Pics of man, tap, pin, map, children match correct words to pics as yesterday	Blending for reading: Pic of sad face children choose correct word from 2 options in phonics book	CVC bones with letter sounds used so far
Apply	Play Buried Treasure p 60 with words so far	Play What's in the box? P59 with some of the words from today nap, tin, pat	Play What's Missing? P56	Play Cross the River p43 using today's words	Play Quickwrite letters p55
<b>Assessment</b>					
<ul style="list-style-type: none"> <li>Give the sound when shown any Phase 2 letter, securing first the starter letters <b>s, a, t, p, i, n.</b></li> <li>Find any Phase 2 letter, from a display, when given the sound.</li> <li>Be able to orally blend and segment CVC words.</li> </ul>			<ul style="list-style-type: none"> <li>Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: <b>if, am, on, up</b> and 'silly' words such as <b>ip, ug, and ock.</b></li> <li>Be able to read the five tricky words <b>the, to, l, no, go.</b></li> </ul>		



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Phase 2 Week 3: g o c k (set 3)					
Practise all letters/sounds learned so far p51			Practise oral blending and segmenting p55-6		
Teach segmentation for spelling p61			Teach blending and reading the high frequency word <b>and, on, not, into</b> p64		
Demonstrate reading captions using words with week 1 and 2 letters and <b>and</b> p66-7					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall - s/a/t/p/i/n/m/d Use Frieze - point to and read. Play Quickwrite letters p 55	Recall s/a/t/p/i/n/ m/ d/ g using flashcards Play Quickwrite p55	Recall s/a/t/p/i/n/ m/ d/ g/ o with flashcards Play Quickwrite letters p55	Recall s/ a/ t/ p/ i/ n/ m/ g/ o/ c with flashcards Play Quickwrite letters p55	Recall s/a/t/p / i/ n/ m/ g/ o/ c/ k using flashcards Play Georgie's Gym on p 55
Teach	Teach 'g' using cued articulation (see also p51 for ideas) Sound buttons - tag, gag, gig, gap, nag,	Teach 'o' using cued articulation  Segmentation for spelling: Phoneme frame - tag, dog, kid, cop, cat, Dad,  Teach reading <b>on, not, and, into</b>	Teach 'c' using cued articulation Phoneme frame - can, cot, cop, cap, cat Practise reading and/ not/ on	Teach 'k' using cued articulation Phoneme frame - kid, kit, pin, sat, pit, and Practise reading and/not/ on	Practise this week's words playing full circle p63 as follows: kid, did, dip, dim, Tim, tin, sin, Sid, kid
Practise	Segmentation for spelling. Play full circle p63 as follows: got, tot, not, nit, nip, pip, pig, pog, pot, got	Blending for reading: Buried Treasure p60 Which words are real? Mip, dog, nid, dip, cip, cat, gik, can	Segmentation for spelling. Play full circle p63 as follows: Cop, pop, pip, sip, sit, sat, cat, cot, cop	Blending for reading: Buried Treasure p60 Which words are real? Gip, kom, sat, pit, tag, gik, pan	CVC bones with letter sounds used so far
Apply	Help our puppet read the caption Dad and Sam	Help our puppet write a caption A cat and a hat Flashcard 'and'	Help our puppet read a caption A sad man, pot and pan, Rat on a tin	Help our puppet write a caption - a tin can, cat and dog	Read words and put into a sentence, use - and, cat, Dad, dog, sit, in, on, a
<b>Assessment</b>			<ul style="list-style-type: none"> <li>• Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: <b>if, am, on, up</b> and 'silly' words such as <b>ip, ug, and ock</b>.</li> <li>• Be able to read the five tricky words <b>the, to, I, no, go</b>.</li> </ul>		



Phase 2 Week 4: ck e u r (set 4)					
Teach ck explain its use at the end of words and practise reading words ending in ck.		Practise all letters/sounds learned so far.			
Teach the three other set letters p51		Practise blending to read words p59			
Practise oral blending and segmenting p55-6		Teach reading the tricky words <b>to, get, got</b> and <b>the</b> p64			
Practise segmentation to spell words p61-2		Support children in reading, and demonstrate spelling, captions using week 1 and 4 letters and <b>and, the</b> and <b>to</b> . P66-7			
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall - s/a/t/p/i/n/m/d/ g Play Quickwrite letters p 55	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck using flashcards Play Quickwrite p55	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e with flashcards Play Quickwrite letters	Recall s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r with flashcards Play Quickwrite letters	Recall s/a/t/p / i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r using flashcards
Teach	Teach 'ck' using cued articulation (see also p51 for ideas) Explain it goes at the end of a word the, and, to flashcards p 64	Teach 'e' using cued articulation  Segmentation for spelling: Phoneme frame -pet, den, net, met, men, ten, the, get, got, to flashcards p64	Teach 'u' using cued articulation Phoneme frame - put, cut, mug, dug  the, get, gotto flashcards p64	Teach 'r' using cued articulation Phoneme frame - run, rim, rock, ran, rat, the, get, got, to flashcards p64	Practise this week's tricky words. Read captions The dog ran to the duck It is a red pack on the back
Practise	Segmenting for spelling Full circle p63 dock, sock, sick, nick, tick, tock, dock	Blending for reading: Sound buttons (and lines for ck where 2 letters make one sound) p 58 as follows: Neck, peck, pack, sack, sat, mat,	Show pictures e.g. a red cat and ask the children to write labels for them on coloured strips of paper	Blending for reading: Buried Treasure p60 Which words are real? Nut, nun, pun, ruck, suck, nick, seck, pock, tum, sut, pud	CVC bones with letter sounds used so far
Apply	Help our puppet read the caption The dog is sick	Help our puppet write a caption The sock is on the mat	Help our puppet read a caption The duck and the pig (point out capital T)	Help our puppet write a caption - a tin can, cat and dog	Sentence building using flashcards
<b>Assessment</b>			<ul style="list-style-type: none"> <li>• Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: <b>if, am, on, up</b> and 'silly' words such as <b>ip, ug, and ock</b>.</li> <li>• Be able to read the five tricky words <b>the, to, l, no, go</b>.</li> </ul>		



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Phase 2 Week 5: h b f, ff l, (set 5)					
Teach week 5 letters and sounds.		Explain ff ll ss at the end of words p51			
Practise all letters/sounds learned so far		Practise blending to read words p59			
Practise segmentation to spell words p61-2		Teach tricky words no, go, his and him p64			
Support children in reading, and demonstrate spelling, captions using week 1 and 5 letters and no, go, the, and, to and l. p66-7					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall - s/a/t/p/i/n/m/d/ g/ o/c /k/ ck/ e/ u/ r/ Play Quickwrite letters p 55	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h using flashcards. Play Quickwrite, making sure children are forming letters ok	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e/ r/ h/ b with flashcards. Play Quickwrite letters	Recall s/ a/ t/ p/ i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b with flashcards Play Quickwrite letters	Recall s/a/t/p / i/ n/ m/ g/ o/ c/ k/ ck/ e/ u/ r using flashcards Play Quickwrite letters
Teach	Teach 'h' using cued articulation also p51 for ideas)Phoneme frame- had, him, has, his, hot, hut. Hop, hum. Hit, hat, hack, hug Teach tricky words no, go, his, him p64	Teach 'b' using cued articulation  Segmentation for spelling: Full circle - bet, Ben, hen, hem, him, dim, dip, sip, sit, set, bet Practise reading no, go, his, him and writing the, and, to flashcards p64	Teach 'f' using cued articulation Phoneme frame if, fit, fun, fig, fed, fin  Practise reading no, go, his, him and writing the, and, to flashcards p64	Revise 'f' and teach 'ff' ending using cued articulation  Phoneme frame - puff, off, huff, fan, fat Make sure they understand that the ff is one phoneme/sound and goes in one section of the frame.	Teach 'l' using cued articulation Phoneme frame lit, lit, lick, lap, lock, Practise reading no, go, his, him and writing the, and, to flashcards p64
Practise	Oral blending play action game with actions for hat, hot, hop, hit, hum, hug Perform action and ask chn to sound out	Blending for reading: Sound buttons (and lines for ck where 2 letters make one sound) p 58 as follows: Neck, peck, back, mat,	Play Cross the River p 43 using fin, bed, hat, duck and pig with matching pictures and word cards	Blending for reading: Buried Treasure p60 Which words are real? Foff, puff, fib, hug, huff, kiff, kick	CVC bones with letter sounds used so far
Apply	Help our puppet read the caption The hat on his dog	Help our puppet write a caption The rabbit is on the pot	Help our puppet read the captions - I go on the top I go back to bed	Choose a picture card from one of this week's words and draw /label it	Quickwrite words game p62 ham, bin, fit, puff, lip, fill



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<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown any Phase 2 letter, securing first the starter letters <b>s, a, t, p, i, n.</b></li> <li>• Find any Phase 2 letter, from a display, when given the sound.</li> <li>• Be able to orally blend and segment CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: <b>if, am, on, up</b> and ‘silly’ words such as <b>ip, ug, and ock.</b></li> <li>• Be able to read the five tricky words <b>the, to, I, no, go.</b></li> </ul>
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<p><b>Phase 2 Week 6: ll, ss</b>          Revise all the letters and sounds taught so far.          Continue to support children in reading words and captions          Teach tricky words <b>of, dad, mum</b> and <b>up</b> p64          End of Phase 2 Assessment</p>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall - s/a/t/p/i/n/m/d/ g/ o/c /k/ ck/ e/ u/ r/ h/ r/h/ h/ b/ f/ ff/ l	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l/ ll using flashcards. Play Quickwrite, making sure children are forming letters correctly	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l/ ll using flashcards. Play Quickwrite making sure children are forming letters correctly	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l/ ll using flashcards. Play Quickwrite making sure children are forming letters correctly	Recall s/a/t/p/i/n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l/ ll using flashcards. Play Quickwrite making sure children are forming letters correctly
Teach	‘ll’ as a word ending Play Quickwrite words with bell, hell, tell, fill, mill, lit, lip, lap  Teach tricky words <b>of, dad, mum</b> and <b>up</b> p64	‘ss’ as a word ending. Play Full circle with miss, moss, boss, Bess, Tess, toss, loss, less, mess, miss  Practise tricky words <b>of,</b> <b>dad, mum</b> and <b>up</b> p64	Assessment activities   Practise tricky words <b>of,</b> <b>dad, mum</b> and <b>up</b> p64	Assessment activities   Practise tricky words <b>of,</b> <b>dad, mum</b> and <b>up</b> p64	Assessment activities   Practise tricky words <b>of,</b> <b>dad, mum</b> and <b>up</b> p64
Practise	Read and match the pictures to the following words Bell, full, till, lip, hill, log, leg	Blending for reading: Sound buttons (and lines for digraphs) p 58 as follows: Miss, kiss, toss, fill, less, Ross, led, lid	High Frequency words	High Frequency words	High Frequency words
Apply	Help our puppet read the caption	Help our puppet write a caption			



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	The shell in the pot.	I am hot.			
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