



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 3 Week 1: j v w x (set 6)					
Learn an alphabet song		Teach set 6 letters and sounds p78-9			
Practise all letters/sounds learned so far.		Practise blending for reading p 85-88			
Practise segmentation for spelling p88-91		Practise reading high frequency words learned so far.			
Read sentences using set 1 to 6 letters and <b>no, go, the, and, to</b> and <b>l</b> .		Teach reading the tricky words <b>off, can, had, back</b> p91-93			
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all letter sounds from phase 2 Use fans p 83 Sing alphabet song p 80	Recall all letter sounds from phase 2 and j Review high frequency words so far	Recall all letter sounds from phase 2 and j/ v Review high frequency words so far	Recall all letter sounds from phase 2 and j/ v/ w Review high frequency words so far	Recall all letter sounds from phase 2 and j/ v/ w/ x Review high frequency words so far
Teach	Teach 'j' using cued articulation (see also p78 for ideas) Teach reading the tricky words <b>off, can, had, back</b> p91-93	Teach 'v' using cued articulation  Practise reading the tricky words <b>off, can, had, back</b> p91-93	Teach 'w' using cued articulation  Practise reading the tricky words <b>off, can, had, back</b> p91-93	Teach 'x' using cued articulation  Practise reading the tricky words <b>off, can, had, back</b> p91-93	Sentence structure using high frequency words so far I go to the _____ It is hot and the sun is big etc
Practise	Segmenting for spelling: Phoneme frame: jet, jam, jog, Jack, Blending for reading: What's in the box p 85 jet, jam, jetlag, jacket	Segmenting for spelling: Phoneme frame p 88: van, vat, vet, visit, Blending for reading: Countdown p 86 with a mix of word cards	Segmenting for spelling: Phoneme frame - will, win, wag, web, Blending for reading: Sentence substitution p 86/ 104	Segmenting for spelling: Phoneme frame - mix, fix, fox, box, tax, Blending for reading: Matching words and pictures p87 fox, six, box, van, jam, jet	
Apply	Write a caption for puppet Is the pen in the pot?	Read questions and answer Can a man jog? Can a vet fit a jet?	Write a caption for puppet Is the vet hot?	Read questions and answer Is the sun wet? Has the pot of jam got a lid?	
<b>Assessment</b> Give the sound when shown all or most Phase 2 and 3 graphemes. Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound. Be able to blend and read CVC words (ie single-syllable words consisting			Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b> Be able to spell the tricky words <b>the, to, l no, go</b>		



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of Phase 2 and 3 graphemes)	Write each letter correctly when following a model.
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<p><b>Phase 3 Week 2: y z, zz qu (set 7)</b>          Teach set 7 letters and sounds p78-9          Practise all letters/sounds learned so far.          Practise segmentation for spelling p88-91          Practise reading and spelling high frequency words.          Practise reading and writing sentences using set 1 to 7 letters and <b>no, we, be, me, go, the, and, to</b> and <b>l</b>.</p>		<p>Point to the letters in the alphabet while singing alphabet song p80          Practise blending for reading p 85-88          Teach reading the tricky words <b>we, me, be, she, he</b> p91-93          Practise reading two-syllable words p94</p>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all letter sounds from phase 2 and j/ v/ w/ x. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92	Recall all letter sounds from phase 2 and j/ v/ w/ x/ y Sing alphabet song and point to letters Read through high frequency words so far	Recall all letter sounds from phase 2 and j/ v/ w/ x/ y/ z Sing alphabet song and point to letters Read through high frequency words so far	Recall all letter sounds from phase 2 and j/ v/ w/ x/ y/ z/ zz Sing alphabet song and point to letters Read through high frequency words so far	Recall all letter sounds from phase 2 and j/ v/ w/ x/ y/ z/ zz/ qu Sing alphabet song and point to letters Read through high frequency words so far
Teach	Teach 'y' using cued articulation (see also p78) Teach reading 'we', 'me', 'be', 'she', 'he' p 91	Teach 'z' using cued articulation Practise reading 'we', 'me', 'be', 'she', 'he'	Teach 'zz' using cued articulation Teach reading 'we', 'me', 'be', 'she', 'he'	Teach 'qu' using cued articulation Teach reading 'we', 'me', 'be', 'she', 'he'	Sentence structure using high frequency words so far Me and Dad go to the quiz
Practise	Segmenting for spelling: Phoneme frame: yap, yet, box, yes, fix, Blending for reading: What's in the box p 85 yet, yuck, yum, yes, yell	Segmenting for spelling: Phoneme frame p 88: zip, zit, Zak, zigzag Blending for reading: Countdown p 86 with a mix of word cards	Segmenting for spelling: Phoneme frame buzz, fizz, jazz, fuzz, Blending for reading: Sentence substitution p 86/ 104	Segmenting for spelling: Phoneme frame - quiz, quit, quick, quack, quid Blending for reading: Matching words and pictures p87 quack, fizz, zip,	Catch up time!
Apply	Write a caption for puppet Has a fox got six legs?	Read questions and answer Has a cat got a web?	Write a caption for puppet Is a lemon red?	Read questions and answer Can a duck quack?	
<b>Assessment</b> Give the sound when shown all or most Phase 2 and 3 graphemes.			Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)		



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Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound. Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)	Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b> Be able to spell the tricky words <b>the, to, I no, go</b> Write each letter correctly when following a model.
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<b>Phase 3 Week 3: sh ch th ng</b> Practise all previously learned GPCs Point to the letters in the alphabet while singing alphabet song p80 Practise segmentation for spelling p88-91 Practise reading and spelling high frequency words. Practise reading captions and sentences p 95-98					
Teach the four consonant digraphs p81 Practise blending for reading p 85-88 Teach reading the tricky words <b>big, put, but, see</b> p91-93 Practise reading two-syllable words p94 Practise writing captions and sentences p95-98					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit / Review</b>	Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92	Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92	Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92	Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92	Recall all previously learned PGCs. Sing alphabet song p 80 and point to letters Read through high frequency words so far p92
<b>Teach</b>	Teach 'sh' using cued articulation (see also p78) Teach reading <b>big, put, but, see</b> p 91	Teach 'ch' using cued articulation Practise reading <b>big, put, but, see</b> p 91	Teach 'th' using cued articulation Teach reading <b>big, put, but, see</b> p 91	Teach 'ng' Teach reading <b>big, put, but, see</b> p 91	Captions from page 101 practise reading and writing
<b>Practise</b>	Segmenting for spelling: Phoneme frame: shop, ship, fish, shell, shed Blending for reading: Sound buttons and lines Shock, cash, bash, rush	Segmenting for spelling: Phoneme frame- chop, chin, chuck, chill Blending for reading: Countdown p 86 much, chick, check, chug, such	Segmenting for spelling: Phoneme frame then, them, that, this, with Blending for reading: Sentence substitution p 86/ 104	Segmenting for spelling: Phoneme frame - long, sang, ping-pong, ring Blending for reading: Matching words and pictures p87 king, ring, sing	Catch up time!
<b>Apply</b>	Write a caption for puppet I am in such a rush to get to the shops.	Help puppet read: A man is rich if he has lots of cash.	Write a caption for puppet A moth can be fat but its wings are thin.	Help puppet read Sing a song to me	
<b>Assessment</b> Give the sound when shown all or most Phase 2 and 3 graphemes.			Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)		



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Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound. Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)	Be able to read tricky words <a href="#">he</a> , <a href="#">she</a> , <a href="#">we</a> , <a href="#">me</a> , <a href="#">be</a> , <a href="#">was</a> , <a href="#">my</a> , <a href="#">you</a> , <a href="#">her</a> , <a href="#">they</a> , <a href="#">all</a> , <a href="#">are</a> Be able to spell the tricky words <a href="#">the</a> , <a href="#">to</a> , <a href="#">I</a> <a href="#">no</a> , <a href="#">go</a> Write each letter correctly when following a model.
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<b>Phase 3 Week 4: ai ee oo oa</b> Practise previously learned GPCs Point to the letters in the alphabet while singing alphabet song p80 Practise segmentation for spelling p88-91 Teach spelling the tricky words <a href="#">no</a> and <a href="#">go</a> p91-93 Practise reading two-syllable words p94 Practise writing captions and sentences p95-98	Teach four of the vowel digraphs Practise blending for reading p 85-88 Teach reading the tricky word <a href="#">was</a> , <a href="#">will</a> , <a href="#">with</a> p91-93 Practise reading and spelling high frequency words. Practise reading captions and sentences p95-98
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	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
Teach	Teach 'ai' (see also p78) Teach reading <a href="#">was</a> , <a href="#">will</a> , <a href="#">with</a> p 91	Teach 'ee' Teach reading <a href="#">was</a> , <a href="#">will</a> , <a href="#">with</a>	Teach long 'oo' Teach reading <a href="#">was</a> , <a href="#">will</a> , <a href="#">with</a>	Teach 'oa' Teach reading <a href="#">was</a> , <a href="#">will</a> , <a href="#">with</a>	Captions from page 103 practise reading and writing
Practise	Segmenting for spelling: Phoneme frame: wait, pain, tail, bait Blending for reading: Sound buttons and lines Aim, main, rain, sail	Segmenting for spelling: Phoneme frame- see, tree, feet, weep Blending for reading: Countdown p 86 jeep, seem, week, deep, keep	Segmenting for spelling: Phoneme frame - too, zoom, cool, boot Blending for reading: Sound buttons and lines - food, loot, moon, root	Segmenting for spelling: Phoneme frame - loaf, toad, oak, foal Blending for reading: Matching words and pictures p87 coat, boat, soap, goat	Catch up time!
Apply	Write a sentence for puppet - I am in the rain.	Help puppet read: I can see a tree.	Write a sentence for puppet- see the boat in the dock.	Help puppet read The coat is too big.	

<b>Assessment</b> Give the sound when shown all or most Phase 2 and 3 graphemes. Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound. Be able to blend and read CVC words (ie single-syllable words consisting	Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) Be able to read tricky words <a href="#">he</a> , <a href="#">she</a> , <a href="#">we</a> , <a href="#">me</a> , <a href="#">be</a> , <a href="#">was</a> , <a href="#">my</a> , <a href="#">you</a> , <a href="#">her</a> , <a href="#">they</a> , <a href="#">all</a> , <a href="#">are</a> Be able to spell the tricky words <a href="#">the</a> , <a href="#">to</a> , <a href="#">I</a> <a href="#">no</a> , <a href="#">go</a>
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of Phase 2 and 3 graphemes)	Write each letter correctly when following a model.
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<p><b>Phase 3 Week 5: ar or igh ur</b>          Practise previously learned GPCs          Point to the letters in the alphabet while singing alphabet song p80          Practise segmentation for spelling p88-91          Practise reading and spelling high frequency words.          Practise reading captions and sentences p95-98</p>					
<p>Teach four more vowel digraphs          Practise blending for reading p 85-88          Teach reading the tricky word <b>my, for, too</b> p91-93          Practise reading two-syllable words p94          Practise writing captions and sentences p95-98</p>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
Teach	Teach 'ar' (see also p78) Teach reading <b>my, for, too</b> p 91	Teach 'or' Teach reading <b>my, for, too</b>	Teach 'igh' Teach reading <b>my, for, too</b>	Teach 'ur' Teach reading <b>my, for, too</b>	Captions from page 103 practise reading and writing
Practise	Segmenting for spelling: Phoneme frame: bar, park, card, jar Blending for reading: Sound buttons and lines Market, car, cart, hard	Segmenting for spelling: Phoneme frame- for, fork, cord, cork Blending for reading: Countdown p 86 lord, born, torn, sort	Segmenting for spelling: Phoneme frame - high, sigh, light, night Blending for reading: Sound buttons and lines - tight, might, right, sight	Segmenting for spelling: Phoneme frame - fur, burn, burp, curl Blending for reading: Matching words and pictures p87 surf, urn, hurt, turn	Catch up time! And review
Apply	Write a sentence for puppet - Mark and Carl got wet in the rain	Help puppet read: The farm has a big tree	Write a caption for puppet- The night is not light	Help puppet read The chimpanzee sat in the tree	
<p><b>Assessment</b>          Give the sound when shown all or most Phase 2 and 3 graphemes.          Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.</p>			<p>Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)          Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b></p>		



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Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)	Be able to spell the tricky words <b>the, to, I no, go</b> Write each letter correctly when following a model.
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<b>Phase 3 Week 6: ow oi ear er</b> Practise previously learned GPCs Practise letter names p80 Practise segmentation for spelling p88-91 Practise reading and spelling high frequency words. Practise reading captions and sentences.					
Teach four more vowel digraphs Practise blending for reading p 85-88 Teach reading the tricky word <b>you, this, that</b> p91-93 Practise reading two-syllable words p94 Practise writing captions and sentences.					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
Teach	Teach 'ow' (see also p78) Teach reading <b>'you, this, that</b> p 91	Teach 'oi' Teach reading <b>'you, this, that</b>	Teach 'ear' Teach reading <b>you, this, that</b>	Teach 'er' Teach reading <b>you, this, that</b>	Captions from page 103 practise reading and writing
Practise	Segmenting for spelling: Phoneme frame: sow, how, down, towel Blending for reading: Sound buttons and lines Owl, now, pow!, town	Segmenting for spelling: Phoneme frame- coin, oil, foil, soil Blending for reading: Countdown p 86 tinfoil, join, toil, boil	Segmenting for spelling: Phoneme frame - ear, dear, fear, hear Blending for reading: Sound buttons and lines - near, tear, year, beard	Segmenting for spelling: Phoneme frame - berk, fern, herd, her Blending for reading: Matching words and pictures p87 fern, herd, her, jerk	Catch up time! And review
Apply	Write a sentence for puppet - I can see a big cow	Help puppet read: The coin is in the ship	Write a caption for puppet- I can hear an owl hoot at night	Help puppet read It has been hot this year	
<b>Assessment</b>					
Give the sound when shown all or most Phase 2 and 3 graphemes. Find all/ most Phase 2 and 3 graphemes, from a display, when given the			Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they,</b>		



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sound. Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)	<b>all, are</b> Be able to spell the tricky words <b>the, to, I no, go</b> Write each letter correctly when following a model.
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<b>Phase 3 Week 7: air ure</b> Practise previously learned GPCs Practise letter names p80 Practise segmentation for spelling p88-91 Practise reading and spelling high frequency words. Practise reading captions and sentences p95-98		Teach four more vowel digraphs Practise blending for reading p 85-88 Teach reading the tricky word <b>they, then, them</b> p91-93 Practise reading two-syllable words p94 Practise writing captions and sentences p95-98			
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit / Review</b>	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
<b>Teach</b>	Teach 'air' (see also p78) Teach reading ' <b>they, then, them</b> ' p 91	Teach 'ure' Teach reading ' <b>they, then, them</b> '	Teach short 'oo' Practise reading ' <b>they, then, them</b> '	Reading sentences. Stop at a full stop. Point out capitals at the start of the next sentence. Read 'In the woods' p 104 together	Read sentences from yesterday
<b>Practise</b>	Segmenting for spelling: Phoneme frame: air, hair, fair, pair Blending for reading: Sound buttons and lines: air, hair, fair, pair	Segmenting for spelling: Phoneme frame- sure, pure, cure, insure Blending for reading: Countdown p 86 secure, manure, sure, cure	Segmenting for spelling: Phoneme frame: Look, good, book, cook Blending for reading: Sound lines and buttons: Wool, took, hood, look	Play sentence substitution p 86 using ideas on p 104	Play sentence substitution p 86 using ideas on p 104
<b>Apply</b>	Write a sentence for puppet - Join me in the pool	Help puppet read: Look at his hair.	Help puppet write: They look good	Help puppet read: Having food in a wigwam is fun.	Help puppet write: Shep the dog sits down in the mud and gets in a mess.



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<p><b>Assessment</b>          Give the sound when shown all or most Phase 2 and 3 graphemes.          Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.          Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)</p>	<p>Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)          Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b>          Be able to spell the tricky words <b>the, to, I no, go</b>          Write each letter correctly when following a model.</p>
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<p><b>Phase 3 Week 8:</b>          Practise all GPCs <span style="float: right;">Practise letter names p80</span>          Practise blending for reading p 85-88 <span style="float: right;">Practise segmentation for spelling p88-91</span>          Teach reading the tricky word <b>her, now</b> p91-93 <span style="float: right;">Practise reading and spelling high frequency words.</span>          Practise reading two-syllable words p94 <span style="float: right;">Practise reading captions and sentences p95-98</span>          Practise writing captions and sentences p95-98</p>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
Teach	Teach how to tackle words with more than one syllable	Practise more polysyllable words as yesterday Teach reading word 'her' and 'now'	Sentence work  Practise reading 'her' and 'now'	Sentence work  Practise reading 'her' and 'now'	Sentence work
Practise	Segmenting for spelling: Quickwrite: bedroom, penlid, toothbrush, armchair, waterbed Blending for reading: Sound buttons and lines: Waitress, raindrop, weeping, carpark,	Segmenting for spelling: Phoneme frame- sure, pure, cure, insure Blending for reading: Countdown p 86 secure, manure, sure, cure	For next fortnight practise problem areas/ catch up on work missed.		
Apply	Write a sentence for puppet - p103/4	Help puppet read: p103/4	Help puppet write: p103/4	Help puppet read: p103/4	Help puppet write: p103/4



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<p><b>Assessment</b>          Give the sound when shown all or most Phase 2 and 3 graphemes.          Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.          Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)</p>	<p>Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)          Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b>          Be able to spell the tricky words <b>the, to, I no, go</b>          Write each letter correctly when following a model.</p>
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<p><b>Phase 3 Week 9:</b>          Practise all GPCs <span style="float: right;">Practise letter names p80</span>          Practise blending for reading p 85-88 <span style="float: right;">Practise segmentation for spelling p88-91</span>          Teach reading the tricky word <b>all, look</b> p91-93 <span style="float: right;">Practise reading and spelling high frequency words.</span>          Practise reading two-syllable words p94 <span style="float: right;">Practise reading captions and sentences p95-98</span>          Practise writing captions and sentences p95-98</p>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
Teach	Teach reading word 'all' and 'look'	Practise reading 'all' and 'look'	Sentence work Practise reading 'all' and 'look'	Sentence work Practise reading 'all' and 'look'	Sentence work Practise reading 'all' and 'look'
Practise	Read and write in sentences - review all sounds and words				
Apply	Write a sentence for puppet -	Help puppet read:	Help puppet write:	Help puppet read:	Help puppet write:
<p><b>Assessment</b>          Give the sound when shown all or most Phase 2 and 3 graphemes.          Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound.          Be able to blend and read CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)</p>			<p>Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes)          Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b>          Be able to spell the tricky words <b>the, to, I no, go</b>          Write each letter correctly when following a model.</p>		



## 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](#))

<b>Phase 3 Week 10:</b> Practise all GPCs Practise blending for reading p 85-88 Teach reading the tricky word <b>are, down</b> p91-93 Practise reading two-syllable words p94 Practise writing captions and sentences p95-98					
Practise letter names p80 Practise segmentation for spelling p88-91 Practise reading and spelling high frequency words.					
Practise reading captions and sentences p95-98					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92	Recall all previously learned PGCs. Read through high frequency words so far p92
Teach	Teach reading word 'are' and 'down'	Practise reading 'are' and 'down'	Sentence work Practise reading 'are' and 'down'	Sentence work Practise reading 'are' and 'down'	Sentence work Practise reading 'are' and 'down'
Practise	Read and write in sentences - review all sounds and words				
Apply	Write a sentence for puppet -	Help puppet read:	Help puppet write:	Help puppet read:	Help puppet write:
<b>Assessment</b> Give the sound when shown all or most Phase 2 and 3 graphemes. Find all/ most Phase 2 and 3 graphemes, from a display, when given the sound. Be able to blend and read CVC words (ie single-syllable words consisting			Be able to segment and make a phonetically plausible attempt as spelling CVC words (ie single-syllable words consisting of Phase 2 and 3 graphemes) Be able to read tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are</b> Be able to spell the tricky words <b>the, to, I no, go</b>		



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of Phase 2 and 3 graphemes)	Write each letter correctly when following a model.
Week 11 and 12 time for consolidation/ assessment and review and if appropriate can move to Phase 4.	