

**Phase 5 Week 1:**

**Main Purpose:** Teach new graphemes for reading **ay ou ie ea** Practise recognition and recall of Phase 2 and 3 graphemes  
 Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high frequency words  
 Practise reading sentences Practise writing sentences

Practise reading and spelling polysyllabic words

Tricky word: **oh their**

	Monday	Tuesday	Wednesday	Thursday	Friday																		
<b>Revisit/ Review</b>	Recap flashcards taught so far using flashcards.  Recap tricky words taught so far using tricky word trucks on phonics play (phase 3 and 4 tricky words) <b>Introduce new tricky word: oh</b>	Phase 4 word reading – develop recognition of whole words. Play <b>reading robot</b> for phase 4 on Phonics Play.	Recap flashcards taught so far on <b>flashcard game</b> on Phonics play.	Recap tricky words taught so far using tricky word trucks on phonics play (phase 3 and 4 tricky words)  Upper case letters recap.	Recap flashcards taught so far using flashcards – display these.  Recap tricky words taught so far using tricky word trucks on phonics play (phase 3 and 4 tricky words) <b>Introduce new tricky word: their</b>																		
<b>Teach</b>	Introduce and teach 'ay'. Do we know another grapheme for this sound? talk about the difference between this and 'ai' one ( <b>ai – middle / ay end</b> ) <b>Watch <a href="#">Geraldine Giraffe</a></b>  Power of 3 – show objects/pictures with ay sound. <i>(use powerpoint saved in resources folder)</i>	Introduce and teach 'ou'. Do we know another grapheme for this sound? Talk about the difference between this and 'ow' one ( <b>ou never comes at the end of a word</b> ) <b>Watch <a href="#">Geraldine Giraffe</a></b> <i>(Show powerpoint saved in resources folder)</i> with ou words, read these words and add sound buttons.	Introduce and teach 'ie'. Do we know another grapheme for this sound? Compare to 'i and igh'. <b>I is a word on it's own, 'ie' makes the sound in other words – usually at the end. (igh is in the middle.)</b> <b>Watch <a href="#">Geraldine Giraffe</a></b> <i>(show powerpoint saved in resources folder)</i> with ie words, read these words and add sound buttons.	Introduce and teach 'ea'. Do we know another grapheme for this sound? Compare to 'ee' <b>Watch <a href="#">Geraldine the Giraffe</a></b> Show 'EA' powerpoint saved in resources folder. Read words and sound out carefully together.	Practise spelling phase 4 words <table border="1" style="width: 100%; text-align: center;"> <tr> <td>said</td> <td>have</td> <td>like</td> <td>so</td> <td>do</td> <td>some</td> </tr> <tr> <td>come</td> <td>were</td> <td>there</td> <td>little</td> <td>one</td> <td>when</td> </tr> <tr> <td>out</td> <td>what</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> Make up rhymes to help children remember.	said	have	like	so	do	some	come	were	there	little	one	when	out	what				
said	have	like	so	do	some																		
come	were	there	little	one	when																		
out	what																						
<b>Practise</b>	Play <b>dragons den</b> on Phonics play for ay sounds.  Quick write words: <i>day, play may say, tray, clay spray, stray, delay crayon, pray, stay</i>	Give each pair a sheet with ou words on. They need to add sound buttons and lines underneath to segment and blend to read. Quick write words: <i>out, cloud, proud out, about, scout sound, found, mountain sprout, loud, loudest</i>	Roll a dice and read game (saved in resources folder) <b>ie</b> Pairs game. How many words can they read in given time? Can they extend the words to include in a sentence? <i>tie, pie, lie die, cried, fried, tried, spied, denied</i>	Treasure hunt for pictures ( <b>ea</b> ) around the classroom. Find the picture and write the word. (images saved in resources folder)  <i>Sea bead seat beat read treat, meat, steam heap, least</i>	Flash some words from this week containing the learnt graphemes - ay, ou, ie and ea. Can children confidently sound out and blend to read them? Can they identify the grapheme we learnt this week?  Quickwrite words including the sounds from this week – ay, ou, ie and ea. Show children an image and they have to write the word.																		
<b>Apply</b>	<b>Reading sentence practise</b> Read sentences on Phonics play. Encourage children to sound out words they are stuck on. Now all read as a class. Can they find the words containing the ay sound?	<b>Writing sentences</b> Give children the sentences and get them to write them. Encourage careful sounding out and punctuation.  <i>The sound is loud. The clouds are fluffy.</i>	<b>Writing words</b> Quick write – give children a few words from today and get them to write them carefully.  <b>Read sentences on Phonics play for today.</b>	<b>Writing sentences</b> Have a go at writing these sentences on their whiteboards.  Tom eats peas with his meat.  I like to read by the sea.	<b>Reading sentence</b>  He cried at the loud sound.																		
<b>Evaluation</b>																							