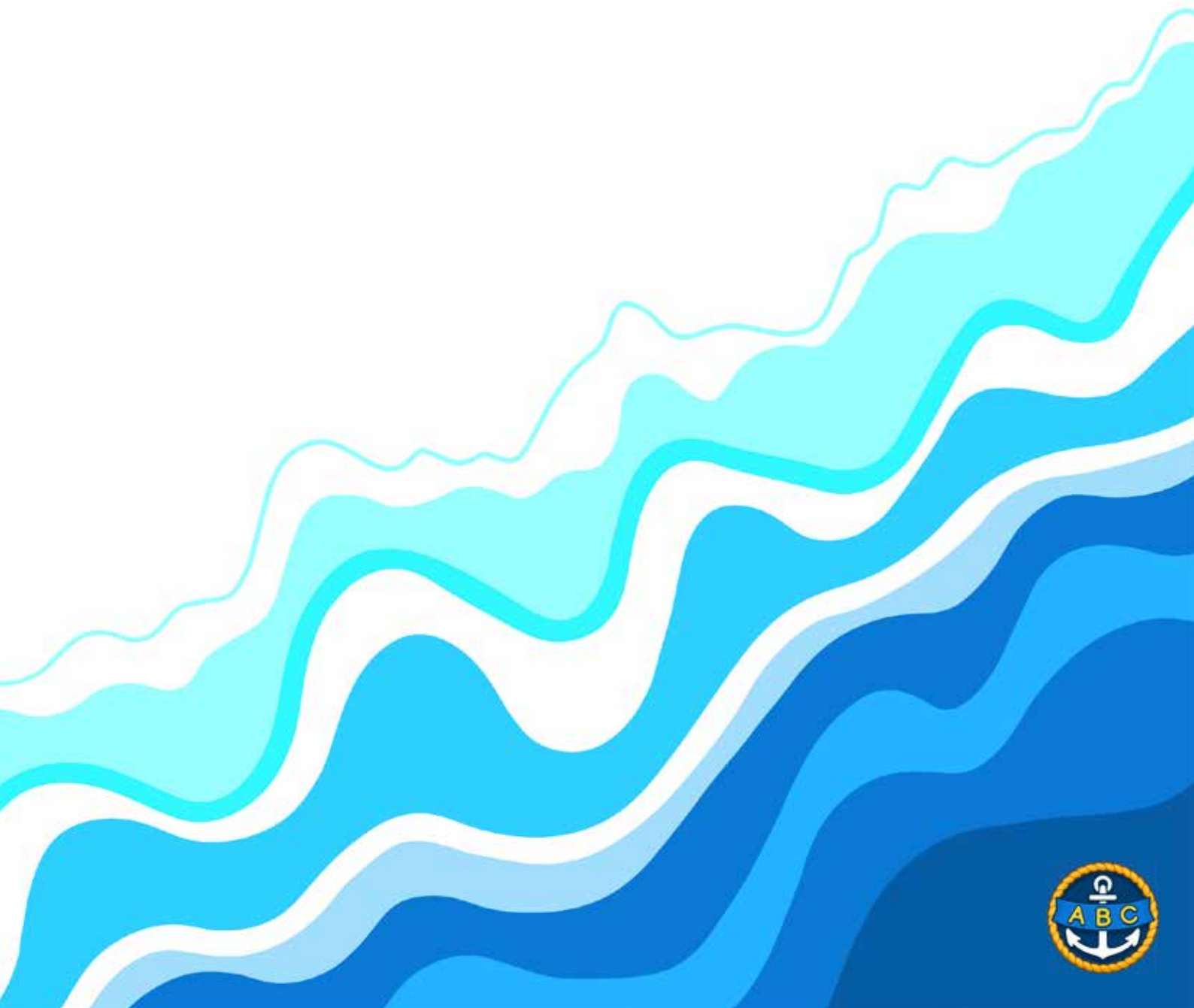
All Aboard Phonics

Phase 5 Unit 2 Teacher Manual
Second Edition

David Morgan & Katie Selwood



All Aboard Phonics

Phase 5 Unit 2 Teacher Manual
Second Edition

David Morgan & Katie Selwood

First published in Great Britain in 2021 by:

All Aboard Learning

267 Banbury Road

Oxford OX2 7HT

dm-ed.com

© All Aboard Learning 2021

All rights reserved. All worksheets and lesson plans may be freely copied by teachers, without permission, if the number of copies is not more than is needed in their school or college. For other copies, written permission must be obtained.

ISBN: 978-1-911151-07-4

Teacher Manual and Lesson Plans by Arunima Amar, Lydia Cockburn, Sarah Forrest, David Morgan, and Katie Selwood

Typeset and cover by Eleanor Broome

Layout by Arunima Amar and Eleanor Broome

Contents

Introduction **7**
- Why All Aboard Phonics? 8
- All Aboard Phonics Overview Phases 2-5 9
- Systematic Synthetic Phonics 13
- Letter Formation 14
- Decodable Books 14
- Assessment Overview 15

Teaching Guidance **16**
- Lesson Format 17
- Guidance for Online Delivery 18

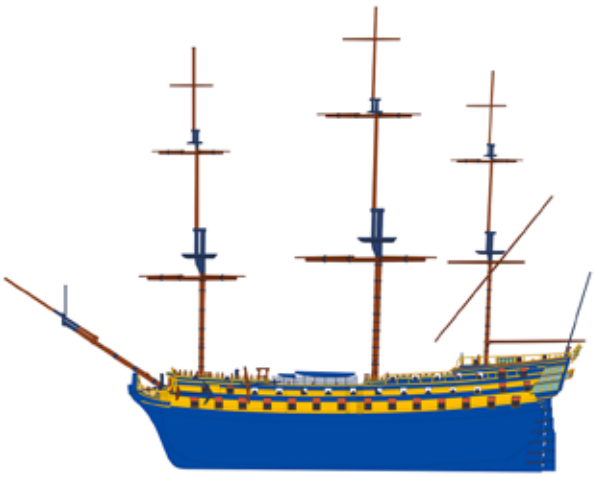
Lesson Plans **20**

End of Phase Assessment **154**

Resources **166**
- Activity Bank 166
- High Frequency Word Flashcards 172
- Spot the Fake Coins 185
- Scavenger Hunt Flashcards 186
- Yes/No Flashcards 188
- A Guide for Parents on Daily Reading Practice 190

Glossary **191**

All Aboard Phonics
Phase 5 Unit 2 Teacher Manual



Introduction

All Aboard Phonics is a systematic synthetic phonics programme (SSP) that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 5 Unit 2, the children revise the different sounds that a single grapheme can make and practise reading words and phrases by selecting the right grapheme-phoneme correspondence.

Why All Aboard Phonics?

Child-Friendly

We believe that the psychology of learning to read is one of the most essential elements to get right. So All Aboard Phonics uses a lot of fun imagery and games to make it enjoyable.

We aim to present the whole process as an exciting journey, which it is if we can make it fun and easy for them. The more excited the children are, and the less stress they feel, the better the results you will see.

Building confidence is at the core of all learning.

Integrated Intervention Process

We are a research-based publishing team entirely focused on our mission to make reading and spelling progress easy and quick for anyone, anywhere. We research as we teach. So we help the children and they help us keep learning too.

We have been helping struggling readers and spellers all over the world since 2008, so we really understand how things can go wrong for individual children. All of this experience has been built into our SSP programme, so that you see more consistent success across the whole of each class.

Engaging Decodable Books

A key thing is to make reading easy, fun and interesting, but you will know that this has sometimes been a weakness of decodable books. The quality of our decodable books is an area that we feel sets All Aboard Phonics apart. Our books explore themes dear to children's hearts: silliness, food, weird animals, sport, ninjas, pranks, space, fear, love, the future... to name but a few!

 © 2021

All Aboard Phonics Overview Phases 2-5

Phase 2 (6 weeks)

Early Years Foundation Stage (EYFS) - Reception

Week	Focus	Tricky Words
1	s a t p	
2	i n m d	
3	g o k c	
4	ck e u r	the to and
5	h b f ff l ll s ss	
6	Revision / Assessment	I go no

Phase 3 (12 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	j v w x	
2	y z qu	he she
3	sh ch th ng	we me be
4	ai ee igh oa	was my
5	oo ar or	no go
6	ur ow oi	you
7	ear air er	they
8	Writing sentences, two syllable words	

9	Revision	all
10	Revision	are
11	Revision	
12	Revision / Assessment	

Phase 4 (6 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	CVCC (consonant - vowel - consonant - consonant)	said so
2	CCVC	have like some come
3	Two syllable words	were there little one
4	Adjacent consonants	do when out what here says love
5	Revision	
6	Revision / Assessment	

Phase 5

Throughout Year 1

Unit 1 (New Graphemes)

Week	Focus	Tricky Words
0	Revision of previous phases	
1	ay ou ie ea	Mr Mrs Ms
2	oy ir ue aw	their people oh there
3	wh ew oe	looked asked called
4	au ey i_e o_e	could should would

 © 2021

5	a_e u_e e_e ph	
6	Revision / Assessment	

Unit 2 (Reading Focus)

Week	Focus	High Frequency Words
7	Alternative phonemes for <a>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> and <u_e>	were go little as no
16	Alternative phonemes for <ue> and <y>	mum one them do me
17	Revision / Assessment	

Unit 3 (Spelling Focus)

Week	Focus	High Frequency Words
18	Alternative graphemes for /ai/	down dad big when it's
19	Alternative graphemes for /ee/ and three syllable words	see word very look don't
20	Alternative graphemes for /igh/ and compound words	come will into back from
21	Alternative graphemes for /oa/	children him which get just
22	Alternative graphemes for long /oo/, /ue/ and /oy/	now came oh about got

23	Alternative graphemes for short /oo/ and /ow/	any friend laugh today want
24	Alternative graphemes for /or/ and /o/	their people your put could
25	Alternative graphemes for /er/ and /ear/	house old too by day
26	Alternative graphemes for /air/, /ar/ and /a/	
27	Vowel GPCs Revision / Assessment	
28	Alternative graphemes for /ch/, /f/, /j/ and /k/	made time I'm if help
29	Alternative graphemes for /m/, /n/ and /ng/	mouse called here off asked
30	Alternative graphemes for /r/, /sh/ and /s/	who where how saw make
31	Alternative graphemes for /w/ and /v/	again many two different work
32	Revision / Assessment	

Unit 4 (Word Endings)

Week	Focus	High Frequency Words
33	<s>, <es> and <ies> endings and <un> prefix	thought through though because shoe
34	<er>, <est>, <ed> and <ing> endings	water please whole hour busy
35	Revision / Assessment	

Year 2 National Curriculum

After passing the Phonics Screening Test

At the end of Year 1, children should have a firm grasp of all the GPCs covered in Phases 2-5. In Year 2, schools can begin to follow the National Curriculum for spelling.

Any children in Year 2 who did not pass the Phonics Screening Check or who are not confident in reading words with the Phase 5 GPCs should continue to learn phonics using the previous phases. You can use the end of phase assessments to identify where a student needs to start from.

You can find further assessment tools, lesson plans and resources in our All Aboard Plus intervention manual for children who need extra support with their phonics.

 © 2021

Systematic Synthetic Phonics

All Aboard Phonics uses the synthetic phonics method, which means that the phonemes are taught first and then children are taught to blend sounds together to say words. The programme follows a systematic approach, meaning that the phonemes are introduced in a specific sequence.

In All Aboard Phonics, all the main sounds of the English language are taught and each sound is introduced with a character called a pictophone. This is a memorable, visual prompt to support phonemic awareness. For example, the Toad About to Explode represents the /t/ sound and the Oon on the Moon represents the long /oo/ sound.

In this phase, the variability of sound for the vowels and some consonants will be explained.

Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. This is a technique that every child needs to learn and although it can be difficult for some children at first, with lots of practice this will improve.

We have a very particular process for introducing early blending, which is one of the key stumbling blocks for some children. It goes like this:

1. Introduce a word, “cat” for instance.
2. Segment the word into the individual phonemes for the children, which are /c/ /a/ /t/ in this case. Be very precise about making just the sound of the letter, not “cuh... a.... tuh”. The /c/ sound is just a little pop at the back of the mouth and the /t/ sound is a little pop between the tongue and top front of the roof of the mouth.
3. Blend the sounds back together for the children into the word. Now get them to repeat the whole process. Although they know what they are blending the sounds back to, we find this process builds confidence much more quickly than if they learn by trying to blend sounds blind, into an unknown word.

When they progress onto digraphs and trigraphs, then the same routine should be used, highlighting how the graphemes have just a single sound.

Segmenting

The easiest way to know how to spell a word is to listen for the sounds in that word and relate those sounds to the possible graphemes for each of them. This is also called segmenting and is the reverse of blending. Games like Phonics I-Spy are ideal for this.

Begin with simple three letter words, say the word and demonstrate the three sounds by holding up a finger for each individual sound. Remember to take care with digraphs, which are two letters that make one sound.

Letter Formation

First, it is very important that a child learns to hold their pencil in the correct way from the outset. It is much more difficult to correct this later on. We encourage children to hold their pencil using a tripod grip between the thumb and first two fingers.

Once we have established the correct way to hold the pencil, then we must turn our focus to children forming each letter the correct way. This includes the direction and starting point for each letter.

It is important to revise the formation of each letter regularly and when children are writing, be vigilant in checking their pencil hold. Of course, parental support here can be invaluable as they can work on a one-to-one basis.

Decodable Books

As soon as a child has begun to learn the phonemes, they will be able to identify them in words. At this stage they should move on to working out whole words through decoding. Our decodable books are designed to match a child's development so there are appropriate texts for each stage of their phonics learning.

The National Curriculum for English (2014) aims to ensure that all pupils:

- Read easily, fluently and with good comprehension.
- Develop the habit of reading for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. To be able to read, children need to be taught an efficient strategy to routinely decode words, until that process becomes automatic and they become fluent readers.

Children need to be given the opportunity to regularly apply the phonics they have learned by reading fully decodable books. All Aboard Phonics decodable books match the progression of the All Aboard Phonics lesson plans.

When children are learning to read it is imperative that they are using fully decodable books that are matched to their phonics knowledge. This will establish the use of phonics rather than whole word sight reading or guessing.

Schools should provide guidance to parents on how best to support their child with their reading at home. More information on this can be found on page 190 *A Guide for Parents on Daily Reading Practice*. It is easy to think home reading will be straightforward; however it can be a source of frustration for many families. A few tips from us to the parents can be the difference between a stressful and a successful reading session.

 © 2021

Assessment Overview

We provide assessments for the end of every phase to identify children at risk of falling behind. At the back of this manual you will find the Unit 2 assessment for Phase 5.

When following All Aboard Phonics, it is vital to be confident in assessing children's command of phonic skills and knowledge in order to meet all children's needs and to support them in becoming fluent, independent readers and writers.

The first and most frequently used assessment will be daily formative assessments. It is vital to note down any children who have not met the daily objective so that gaps are addressed with a short recap at some point before the next phonics lesson. If this form of assessment is followed thoroughly, children should be getting the best possible phonics provision.

You can try the Unit 2 assessment at the beginning of Phase 5 as a baseline, but it is important to stop the assessment if the child is finding it too difficult. By the end of the phase you are looking for ticks in almost all boxes. Record your class results on the class analysis sheet.

Teaching Guidance

Overview

Phase 5 consolidates learning from Phases 2-4, teaches some new graphemes, and moves more steadily into spelling territory.

Children entering this phase are expected to be able to represent each of the 44 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words

The purpose of Phase 5 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. By the end of the unit, children should be practised in picking the correct sound(s) for a given grapheme, and picking the correct grapheme(s) for a given sound.

The teaching materials in this phase are designed to be taught in order and provide a selection of suitable activities and resources to develop phonemic awareness.

Pictophones are simply sounds

All Aboard Phonics uses pictophones to represent sounds and supports the introduction of each new grapheme in Phases 2, 3 and Phase 5 Unit 1. It is crucial in this Phase that you refer to just their sound rather than their character name. For example, rather than saying 'Seal with a Wheel', you just need to make the /sss/ sound. The pictophone is just a visual representation of the phoneme to make it easier for various games focused on encouraging set theory for variability.

In layman's terms, the set theory says that children should be able to try out different sounds for a single grapheme until they find one that makes sense in the word. For example, in the word "bread", they may try to decode it as "breed" but then should be able to test out the short /e/ sound and come up with "bread".

The pictophones simply smooth the way for those neural pathways to get formed by providing a little mnemonic cue.

So to reiterate, other than when you introduce them and learn them in games like Quickdash, always refer to the pictophone as its *sound*, not its name. If the children need a prompt, you can ask them who the pictophone is (e.g. "the seal!"), and then what sound they represent (e.g. "the sss"!).

 © 2021

Lesson Format

Introduce

To signal the start of the lesson we recommend using the following call and response with your class:

Teacher: *"All aboard! Let's sail the...."*

Children: *"Sea of Sounds!"*

At the start of every lesson, it is important to share the learning objective with the class.

Revisit

Every phonics lesson should start with some revision of the sounds, graphemes, and tricky or high frequency words previously taught. The simplest way to do this is by holding up flashcards, one at a time, in quick succession. The children should call out the sounds (as in Quickdash) or write the graphemes (as in Quickwrite). We also have a number of other activities that can be used to practise decoding which you will find in each lesson plan and in the Activity Bank.

We use the Word Breaker game during this part of the lesson to review blending, which is still an essential skill to consolidate for pupils in Year 1.

Teach

This is the part of the lesson where the children learn new graphemes, new tricky words, or other phonetic skills like decoding multisyllabic or compound words. You will see that a core element of Unit 2 is learning all the different sounds that a grapheme can make. We recommend games like Word Sort that have the children decoding words and grouping them based on the particular phoneme the grapheme-of-the-day represents.

Practise

In this part of the lesson it is important to practise reading and/or spelling words with the new grapheme you are teaching.

We have a number of games for this section which we recommend. A Practise activity is recommended in each lesson plan, or you can choose an alternative from the Activity Bank on page 166.

Apply

For the final part of the lesson, we have provided a game that encourages more independent work, and provides an opportunity to assess individual children's progress. We have also included a suggested worksheet for children to complete that you can use in place of the Apply activity, as an add-on, or to send home to work on. To end the lesson and get the classroom ready for the next lesson we recommend the following call and response:

Teacher: *"Scrub the decks!"*

Children: *"And abandon ship!"*

Guidance for Online Delivery

"Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies."[1]

Introduction

2020 saw the unprecedented introduction of remote education for the majority of children in the UK, requiring schools to rapidly adapt to this new way of teaching. We appreciate that there are still some difficulties and challenges faced by teachers when teaching remotely, especially for younger children in EYFS and KS1. To help you and your pupils get the most out of each lesson together, we have compiled some guidance here on how teaching of All Aboard Phonics sessions can be best adapted for effective online delivery.

Preparation

In 2020, UK schools had very little time to prepare for this new remote way of teaching. Now that we are conscious of the impact and rapid adaptations necessary for distance learning, it is vital that we remain as prepared as possible. We recommend the following tips:

- Find out from pupils and parents what access they have to online learning in advance so that arrangements can be made for pupils who do not have access to technology.
- Prepare packs of offline learning that can be used in the home, in case online access is a challenge. This can include our worksheets, available online to download and in our teacher manuals.
- Have a clear school plan in place, in case a child is self isolating, school closures or national lockdown. Ensure parents know how to access daily timetables, lessons and resources.

Delivery

The key to a successful remote phonics lesson is all in the delivery. First, we recommend that you build routine into online lessons, following the same structure each session. It is vital to use clear, familiar routines so as to not waste any time.

- Welcome the children and introduce the lesson
- Revisit previous learning using your set of flashcards
- Teach the new learning using our printable resources
- Allow time for practising and applying

Limit teacher input so pupils don't lose focus and then provide a chance for them to practise independently. You might find that referring to our activity bank will be useful, in case there is an activity in the lesson plan that doesn't work as well when teaching online.

It is also crucial that you set clear expectations for each session, including verbal and visual reminders and expected behaviours.

[1] Source: GOV.UK. 2021. What's working well in remote education. [online] Available at: What's working well in remote education - GOV.UK (www.gov.uk) [Accessed 15 July 2021]

 © 2021

Format

It is harder for pupils to concentrate when being taught remotely, so we recommend keeping the phonics session short. It is believed that concentration online is shorter than that of a typical lesson so simply filming yourself teaching a classroom lesson may be ineffective. Keep up the pace of the lesson and then allow time for children to practise their new skill independently or with parental support.

We have PDF versions of all our manuals available to download from our website. You can set up a screenshare to share pages of the manual with your students, such as the pictophone and grapheme card pages.

If it is possible to record your online session, then this is a good idea as some children might find it difficult to attend lessons at the scheduled time, especially if they are sharing technology with siblings and parents.

We also recommend that you build in short, frequent breaks to help children maintain focus.

Parental Support

Communicating and working well with parents can help support effective home learning. Provide guidance on creating a suitable home learning space to help pupils focus, like a quiet area, free of distractions such as mobile phones or televisions. Keep in touch with parents and pupils through regular check-ins and be conscious to not put an unreasonable burden on them. As many of you know, juggling working from home and childcare is not an easy task!

We would recommend that parents complete our online training so they are familiar with All Aboard Phonics and have access to our resources.

Technology

Although technology plays a key role in remote learning, not all remote education needs to be delivered in a digital format. A blended methodology of complementary online and offline resources is a proven approach for effective delivery.

We believe that live lessons are excellent for phonics teaching and for retaining the attention of pupils, therefore it is best practice to be confident with the use of technology that enables this style of teaching.

This, of course, relies upon internet access so we need to consider whether pupils have this and what we can do if they do not. There may be the option to loan a laptop or tablet from school, or you might be able to apply for funding to provide this. During the first lockdown of 2020, there were opportunities to provide data for families who did not have access to the internet. These options should be explored to provide equal opportunities for all.

Letter <a> Sounds

Introduce

⚓ **Objective:** *"Today we are going to start a new unit that covers all of the sounds that a grapheme can make! You have all done so well learning your letters and sounds but now things are going to get really wacky and fun. In English, many letters actually make more than one sound. We are going to start with one of the coolest letters, which represents about 5 sounds, all on its own! Can anyone guess what letter it is?... The letter A!"*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big letter <a> on the board. Ask the children to name the sounds (or pictophones) they think the letter can make. Stick the Astronaut, Ape, Octopus, Ark* and Organ on the board in a circle around the letter. Illustrate each sound with the words: cap, cape, wash, father, ball.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (tap, table, wash, watch, was, father rather, ball, call, walk, water)

Apply

⚓ **Sound Planks:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the "planks".

Teacher Notes

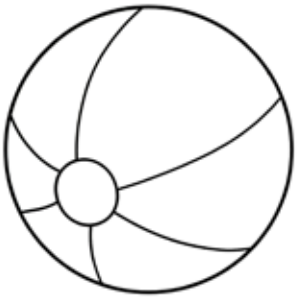
For the Teach section, the children will probably only remember the Astronaut (or short /a/) sound. That is fine. It is just a way to review what has been taught in previous phases before introducing the new phonemes for the letter <a>.

*In Scottish and Northern Irish accents, the <a> in "father" would be phonated as the Astronaut, not the Ark.

 © 2021

Sound Planks

To get off the boat we'll need to make a gangplank out of words! Cut out the "planks" and get the children to match each word to its image to create a chain!

ball	
angel	
watch	

<a> Digraphs: <aw>, <ai>, <au>, <ar>

Introduce

⚓ **Objective:** *"Today we are going to review the other digraphs that involve the letter A: <aw>, <ai>, <ay>, <au>, <ar>."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write the digraphs on the board: <aw>, <ai>, <ay>, <au>, and <ar>. Ask the children to try to remember the sounds (or pictophones) each can make. Stick the Organ* up for <aw> and <au>, and the Ape next to <ai> and <ay>, and the Ark for <ar>.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top (refer to yesterday's lesson plan for the example). Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (raw, paw, yawn, stain, pail, wait, part, hard, stay, bay, day, haul, launch, taught)

Apply

⚓ **Grapheme Spotter - Pairs:** Children read the paragraph in pairs and underline today's graphemes each time they appear, saying the sound it represents to their partner.

Teacher Notes

Each of these graphemes just make one sound most of the time, but we are including them in this unit so that Week 1 covers all of the possible GPCs for the letter <a>, since it has so many.

*Note that this would be the Octopus for Scottish and Northern Irish accents.

 © 2021

Grapheme Spotter - Pairs

Read the paragraph in pairs and underline some of this week's graphemes (a, aw, ai, ay, ar) each time they appear, saying the sound it represents to your partner.

a aw ai ay ar

The water is awfully hot. I cannot stand it!

I will stay out of it.

Maybe the rain will start soon!

Letter <a> Review

Introduce

- **Objective:** *"Today we are reviewing the sounds for our favourite wacky letter... the letter A!"*

Revisit

- **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

- Write the letter <a> on the board. Put up the Astronaut, Ape, Octopus, Ark, Organ, Eagle and Earth. Ask the children to help you draw a line in between the letter <a> and the sounds it represents (you should end up with all except Eagle and Earth* connected to <a>).

Practise

- **Word Match:** Using the word pairs below, write the first word on the board and then say *"Is this the word XXXX"* where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match. (cap/cape, splash/splash, water/waiter, call/call)

Apply

- **Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word.

Teacher Notes

We use a "set for variability" approach to dealing with the inconsistent GPC relationships in English. The basis of set for variablity synthetic phonics is to make the inconsistency of English an explicit fact for the children and prepare them for thinking of multiple possible sounds for a tricky minority of the graphemes. Through this phase we want them to practise looking at a grapheme in a word and testing out the different sounds for it until they find one that makes sense. With practice, their brains will begin to get familiar with the different GPCs they might see, until their decoding of them is fluent. One of the ways to accelerate that familiarity is to get them to repeat any phrase with a tricky word in it.

*For those with Scottish or Northern Irish accents, the Organ would also not be connected to the <a>..

 © 2021

Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the <a> grapheme represents in each word.

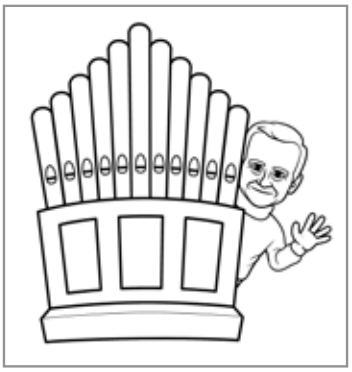
that

apron

ball

plan

fall



<a> Digraphs Review

Introduce

⚓ **Objective:** *"Today we are going to review all of the digraphs for the letter <a>."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars. (e.g. grass, splat, Jack, day, rain, fall)

Teach

⚓ Write the digraphs on the board: <aw>, <ai>, <ay>, <au>, and <ar>. Put up the Organ, Ape, and Ark. Ask the children to help you draw lines between the grapheme and the sounds it represents.

- Organ*: <aw> <au>
- Ape: <ai> <ay>
- Ark: <ar>

Practise

⚓ **Countdown:** Ask the children to stand in a line. Write a list of words on the board (feel free to add in more words than those suggested below). Start the timer. The first child comes up to the board and chooses either 'free choice' or 'lucky dip'. If they choose the former, they pick any word to decode and blend. If they choose 'lucky dip', you pick a word at random from the list for them to decode and blend. After reading it, they go to the back of the line. Keep a tally of points for every word read. Continue through the line until the timer runs out. Count up the points at the end! (draw, straw, stand, apron, father, call, small, plain, rain, play, stay, haul, park)

Apply

⚓ **Scavenger Hunt:** Cut out the attached image flashcards then hide them around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

⚓ Children can also use the worksheet.

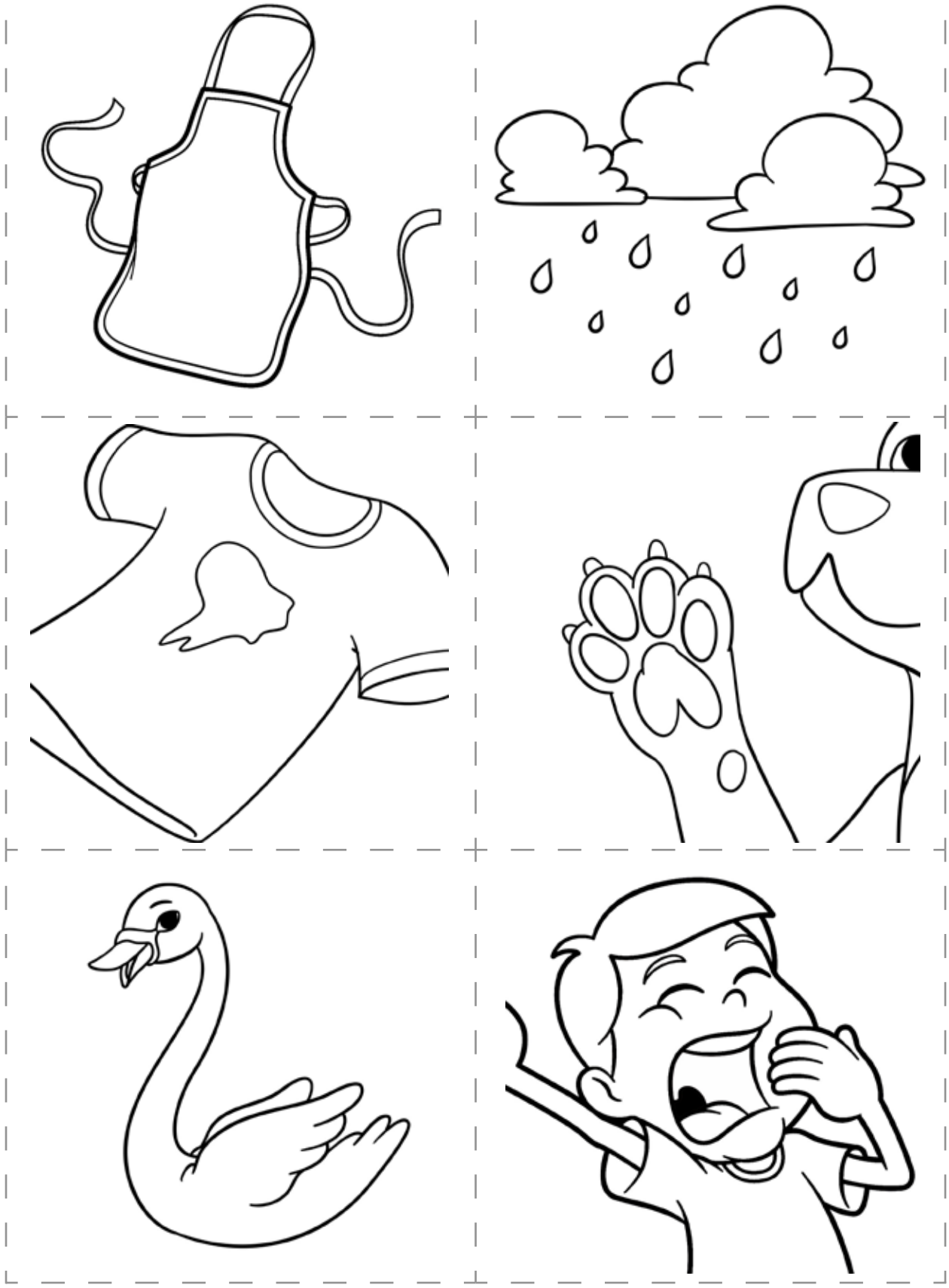
Teacher Notes

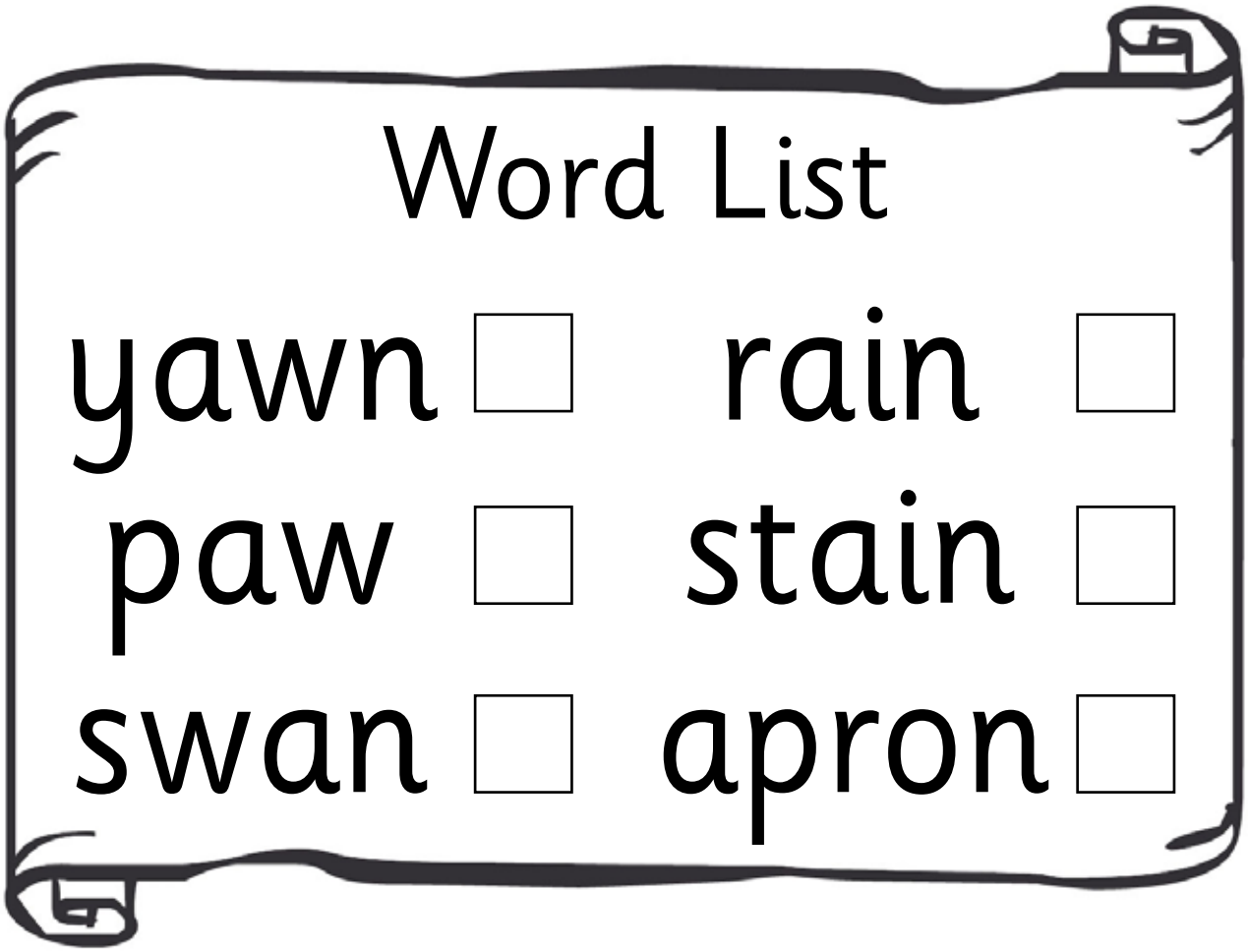
Countdown Reminder: Pick an easier word for children who are struggling more, and help when needed. Encourage the child to try a different phoneme if the first one they try doesn't work. Each child should decode and blend each word.

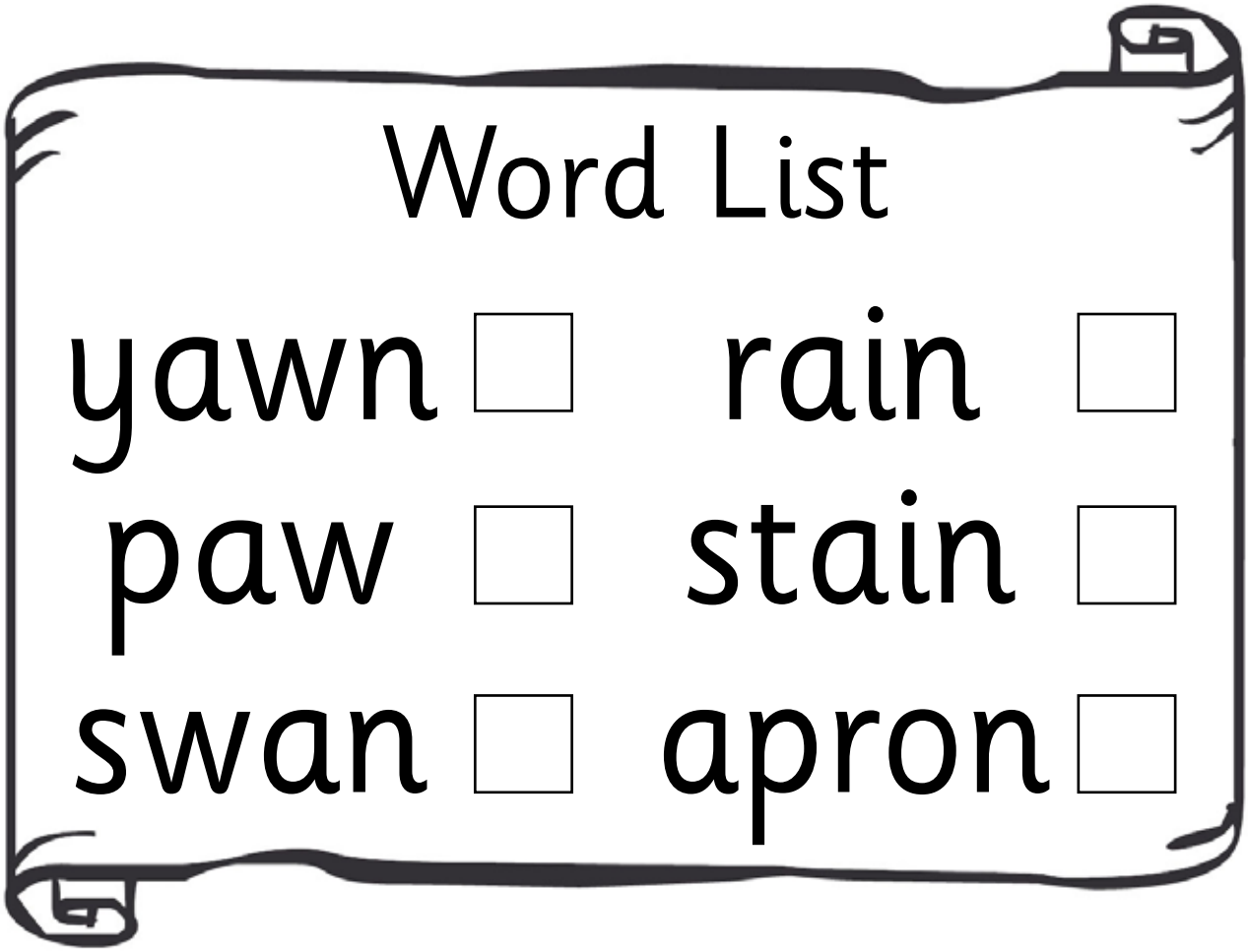
*Octopus for Scottish and Northern Irish accents

 © 2021

Scavenger Hunt




Word List
yawn ☐ rain ☐
paw ☐ stain ☐
swan ☐ apron ☐


Word List
yawn ☐ rain ☐
paw ☐ stain ☐
swan ☐ apron ☐

 © 2021

Diving for Digraphs

We need to collect the digraphs to complete these words. Pick them from the selection under the sea!

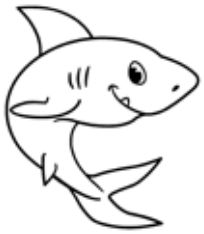
str___

___tist

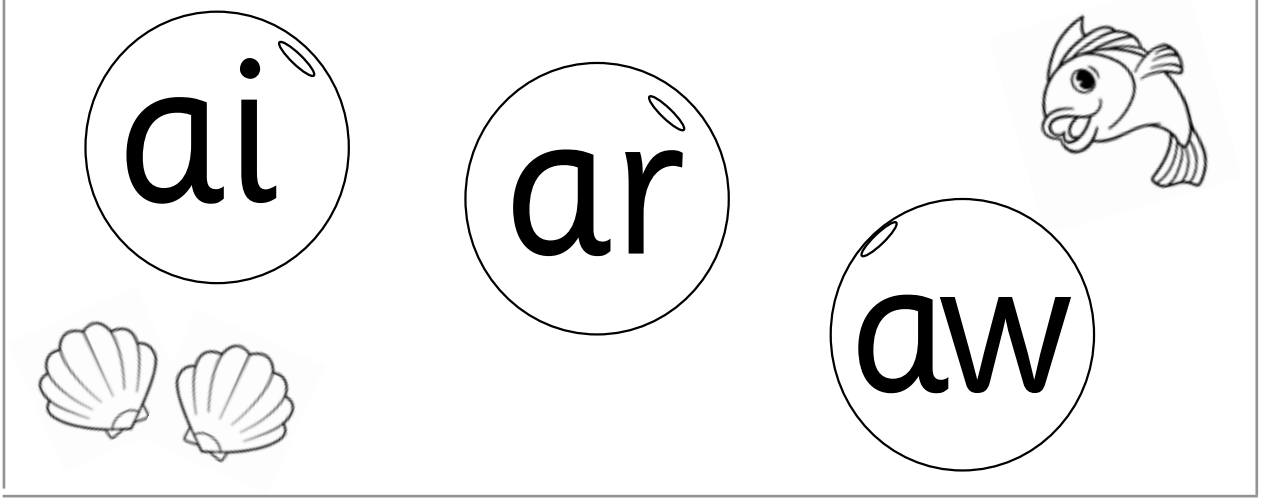
r___n

s___l

cr___l



sh___k



HFW (the, and, to, said, eye)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: the, and, to, said, eye."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Jump:** Shuffle 5 of the tricky or HFW word flashcards from this and previous phases together, printable from our website. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

Teacher Notes

For Word Breaker in Unit 2, try to pick words that have inner consonants, like CCVC or CVCC words, and increase the difficulty to include a few two-syllable words as the children's ability increases.

 © 2021

Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them, and follow the maze to get to the reward.

said

eye

and

to

Letter <c> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <c> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big letter <c> on the board. Ask the children to name the sounds (or pictophones) they think the letter can make. Stick the Kangaroos and Seal on the board around the letter. Illustrate each sound with the words: cap, nice.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (can, ace, mice, cat, crisp, coat, curl, clock, cell)

Apply

⚓ **Phrase Act:** Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out. "Slide like a cat on ice." "Catch a ball in your hands." "Eat a bit of rice."

⚓ Children can also use the worksheet.

Teacher Notes

You may want to explain that a -ce at the end of the word will always be a soft sound, /s/. Illustrate this with split digraphs and other words like: choice, nice, fleece, etc.

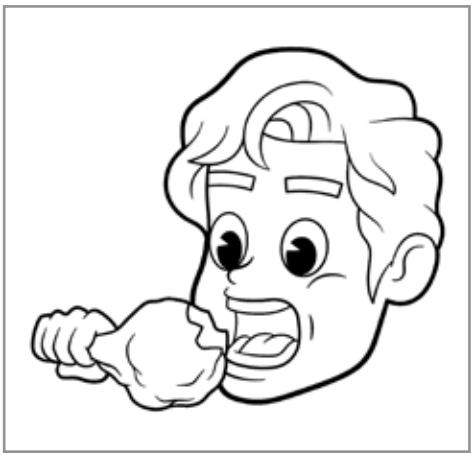
 © 2021

Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

She can dance.

He took crisps to the picnic.



<ch> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ch> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <ch> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Chick, Sheep, and Kangaroos on the board around the digraph. Illustrate each sound with the words: chop, chef, chemist.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (chick, pinch, chirp, school, chorus, chef, parachute)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "A bench is made of wood." "A chemist will go to the lab." "You can dip a chip in ketchup."

⚓ Children can also use the worksheet.

Teacher Notes

If the children are struggling to hear or say the right sound, you can hover the pictophone over the digraph as a visual prompt. However, they should always try from the letters first.

 © 2021

Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the <ch> digraph represents in each word.

scheme

chip

beach

chef

school

Review Day: <a> <c> <ch>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Astronaut, Ape, Octopus, Ark, Organ, Kangaroos, Seal, Chick, Sheep). Ask the children to help you draw lines between each grapheme and the sounds it represents, with the children telling you the sound, not the pictophone name.

- <a>: Astronaut, Ape, Octopus, Ark, Organ
- <c>: Seal, Kangaroos
- <ch>: Chick, Sheep, Kangaroos

Practise

⚓ **Countdown:** Ask the children to stand in a line. Write a list of words on the board (feel free to add in more words than those suggested below). Start the timer. The first child comes up to the board and chooses either 'free choice' or 'lucky dip'. If they choose the former, they pick any word to decode and blend. If they choose 'lucky dip', you pick a word at random from the list for them to decode and blend. After reading it, they go to the back of the line. Keep a tally of points for every word read. Continue through the line until the timer runs out. Count up the points at the end! (apron, map, all, call, father, rather, wash, what, chorus, chimp, chef)

Apply

⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (chap, bice, draw, tape, rather, chack, hast, chef)

⚓ Children can also use the worksheet.

Teacher Notes

Countdown Refresher: Pick an easier word for children who are struggling more, and help when needed. Encourage each child to try a different phoneme if the first one they try doesn't work. A child should decode and blend each word they read, even if they know it. Pick a timer length of 2-5 minutes depending on the size of the group.

 © 2021

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.

e ch f

n r p a o

f er th a

Three Syllable Words

Introduce

⚓ **Objective:** *"Today we are learning how to read three-syllable words."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write a three-syllable word on the board and clap it out to demonstrate the syllables. Ask the children to repeat after you. Repeat with another three syllable word. (fantastic, enjoying, etc.)

Practise

⚓ Write a few three syllable words on the board and ask for volunteer-pairs to come and write the slashes between the syllables. (a-ban-don, ba-na-na, af-ter-noon, ham-bur-ger, le-mon-ade)

Apply

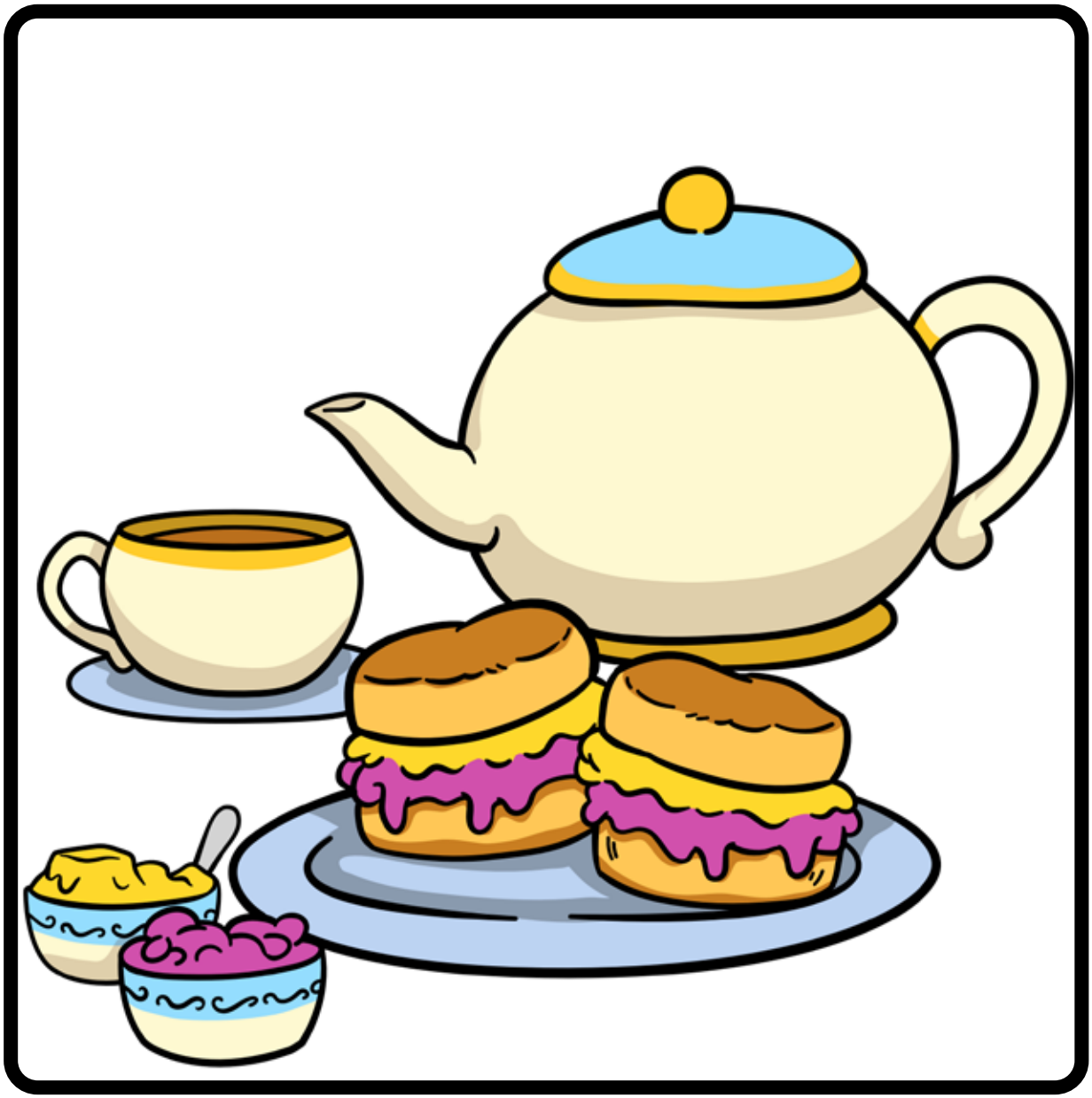
⚓ **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "A cream tea is fantastic." "An amazing green leaf."

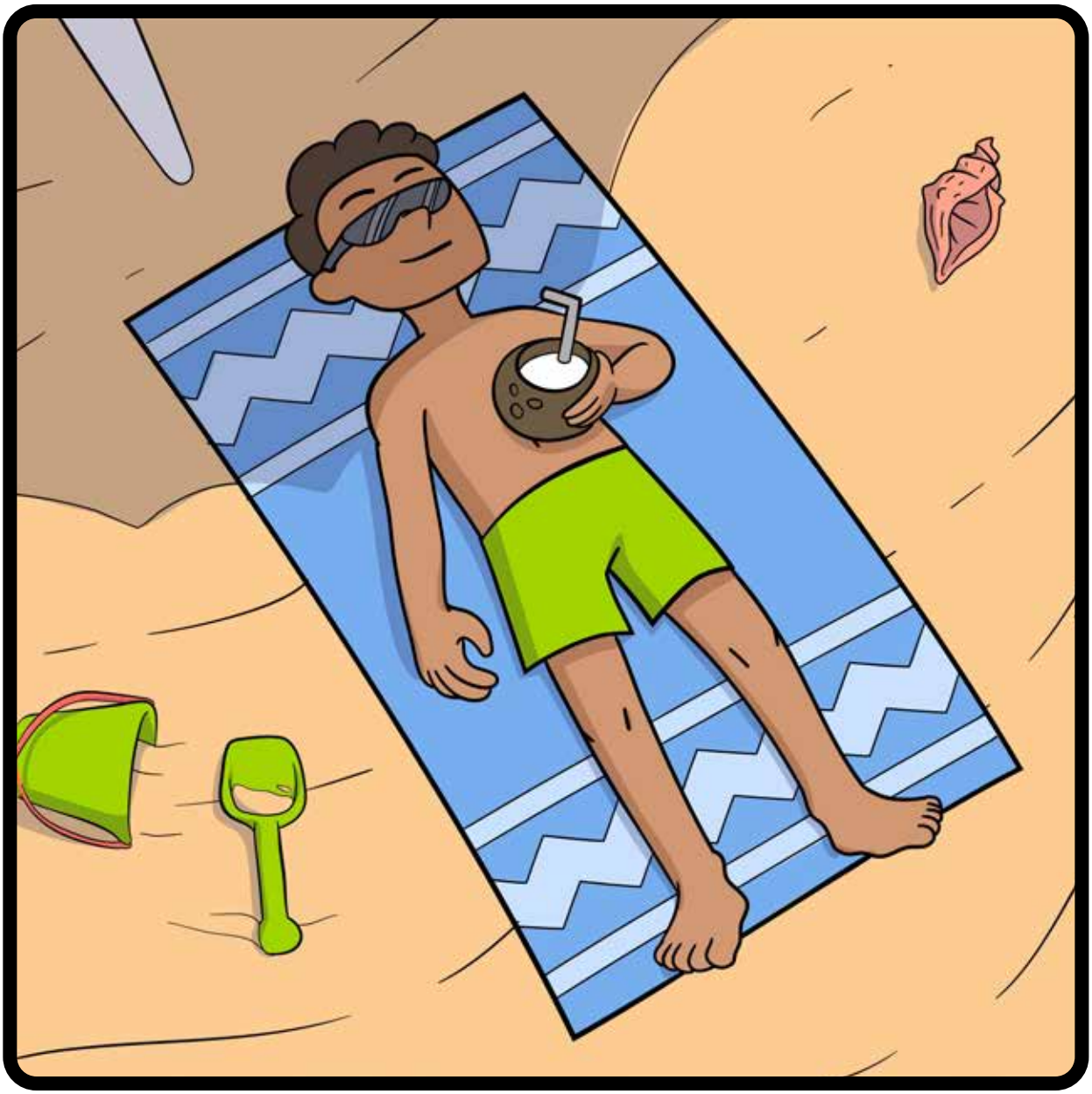
⚓ Children can also use the worksheet.

Teacher Notes

It does not really matter where the slashes go, in terms of before or after a consonant. For example, lem/on/ade, le/mon/ade, or lem/o/nade would all be acceptable.

 © 2021

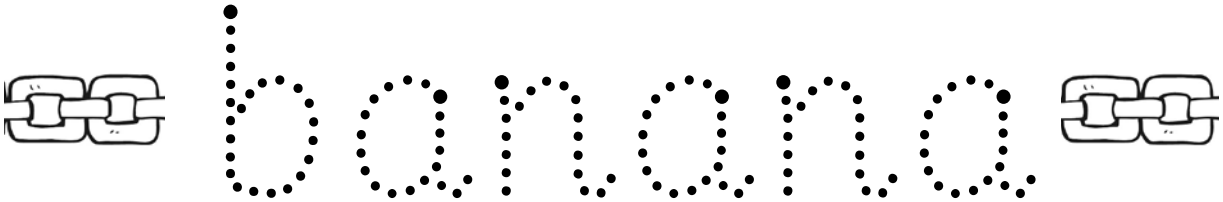


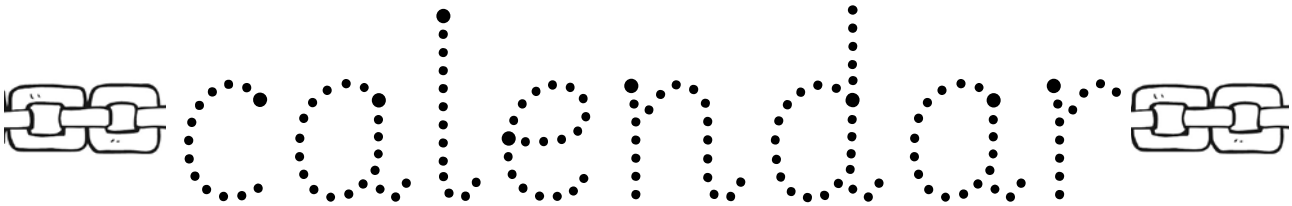


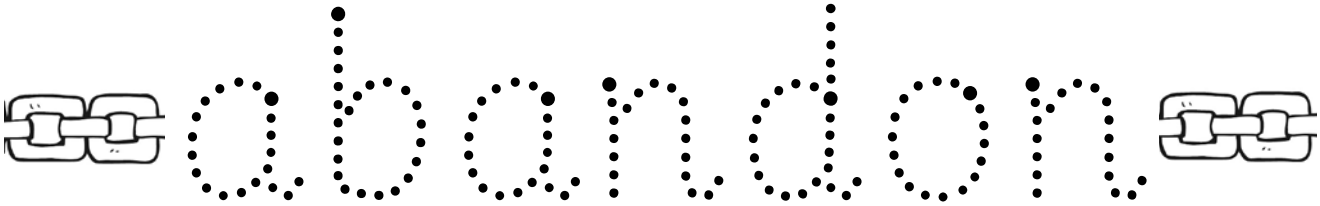
 © 2021

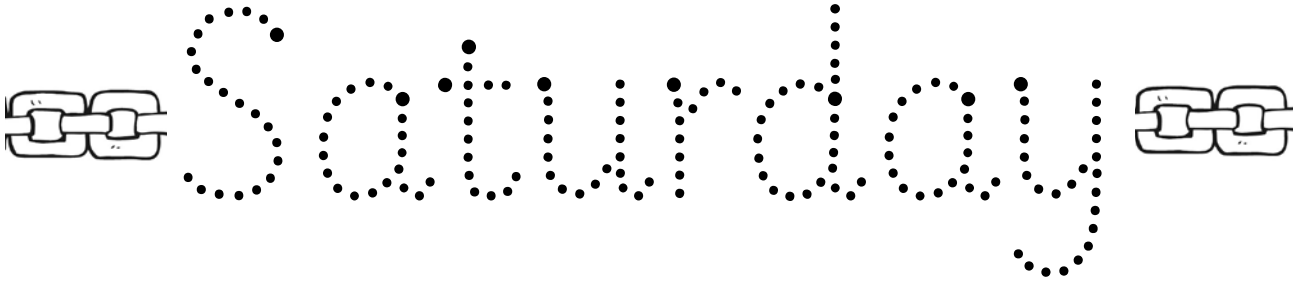
Save the Syllables

Oh no! These words have been captured by an enemy ship. Help them escape by putting putting a slash in between the syllables and slashing their chains. Make sure to trace the words first.









HFW (he, of, know, was, you)

Introduce

- ⚓ **Objective:** *"Today, we are reviewing the high frequency words: he, of, know, was, you."*

Revisit

- ⚓ **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- ⚓ Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- ⚓ **Tricky Word Scavenger Hunt:** Write 5-10 tricky or HFW words on flashcards, then hide them around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it. Blank scavenger hunt flashcards and a checklist are in the Resources section at the back of the manual.

Apply

- ⚓ **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- ⚓ Children can also use the worksheet.

Teacher Notes

If Tricky Word Scavenger Hunt is not practical (you have a small classroom or behaviour concerns), you can do a version where you write lots of tricky/HFW words on the board and call one out. Ask the children to raise their hand once they spot it and then call on a student to come up to the board and point it out, decode it, and read it.

 © 2021

Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them and follow the maze to get to the reward.

know

he you

was

of

<ea> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ea> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write the grapheme <ea> on the board. Ask the children to name the sounds (or pictophones) they think the letter can make. Stick the Eagle and Egg on the board around the digraph. Illustrate each sound with the words: bead, bread.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (sea, meat, treat, steam, head, bread, deaf, instead)

Apply

⚓ **Sound Planks:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the "planks".

⚓ Children can also use the worksheet.

 © 2021

Sound Planks

To get off the boat we'll need to make a gangplank out of words! Cut out the "planks" and get the children to match each word to its image to create a chain!

bread	
feather	
tea	

Word Sort - Pairs

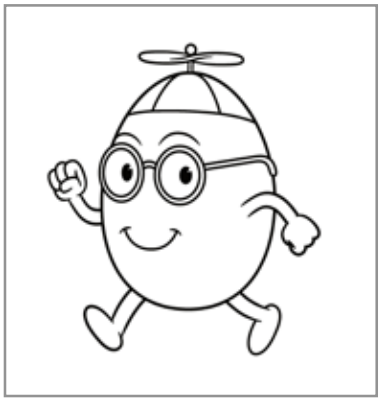
Work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the <ea> digraph represents in each word.

steam

head

treat

seat

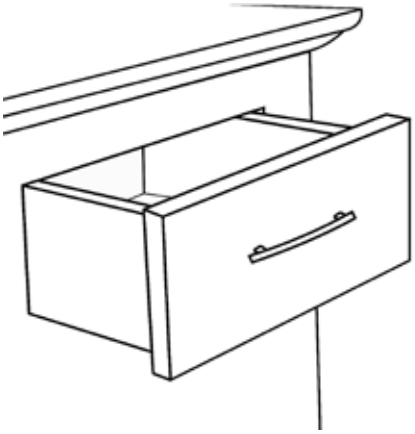


deaf

 © 2021

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.



er
r
d
aw

_ _

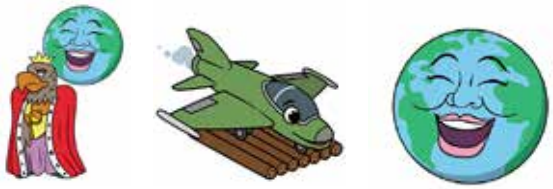
_____

t
s
ai
n

_ _

_____

<ear> Trigraph



Introduce

⚓ **Objective:** *"Today we are learning all the sounds the trigraph <ear> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <ear> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Eagle-Earth, and Aircraft, and Earth on the board around the digraph. Illustrate each sound with the words: ear, bear, earn.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (fear, bear, tear, gear, wear, earn, heard, earl)

Apply

⚓ **Grapheme Spotter - Pairs:** Children read the paragraph in pairs and underline today's graphemes each time they appear, saying the sound it represents to their partner.

 © 2021

Grapheme Spotter - Pairs

Read the paragraph in pairs and underline today's trigraph <ear> each time it appears, saying the sound it represents to your partner.

ear

Dear Sam,

This year is the best yet! Chef school is fun.

I learn how to peel pears, shuck ears of corn, and wear an apron!

Miss you, Keara.

Review Day: <ea> <c> <ch>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Eagle, Egg, Kangaroos, Seal, Chick, Sheep). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ea>: Eagle, Egg
- <c>: Kangaroos, Seal
- <ch>: Chick, Sheep, Kangaroos

Practise

⚓ **Sentence Sub:** Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- Her tears fell to the ground - ground/earth - tears/chips - fell/called.
- He came near the chair - chair/chef - came/heard - near/a sound.

Apply

⚓ **Scavenger Hunt:** Cut out the attached image flashcards then hide them around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

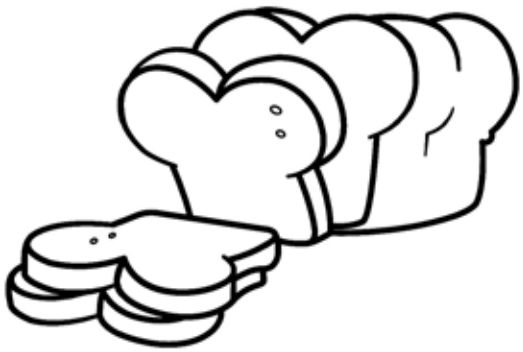
⚓ Children can also use the worksheet.

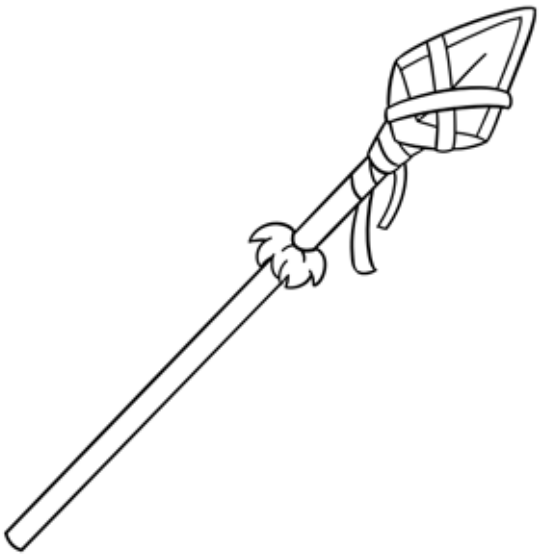
Teacher Notes

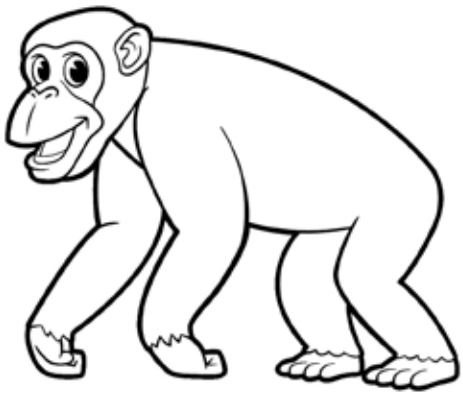
For the Teach activity, remember that the children are telling you the *sound*, not the name of the pictophone.

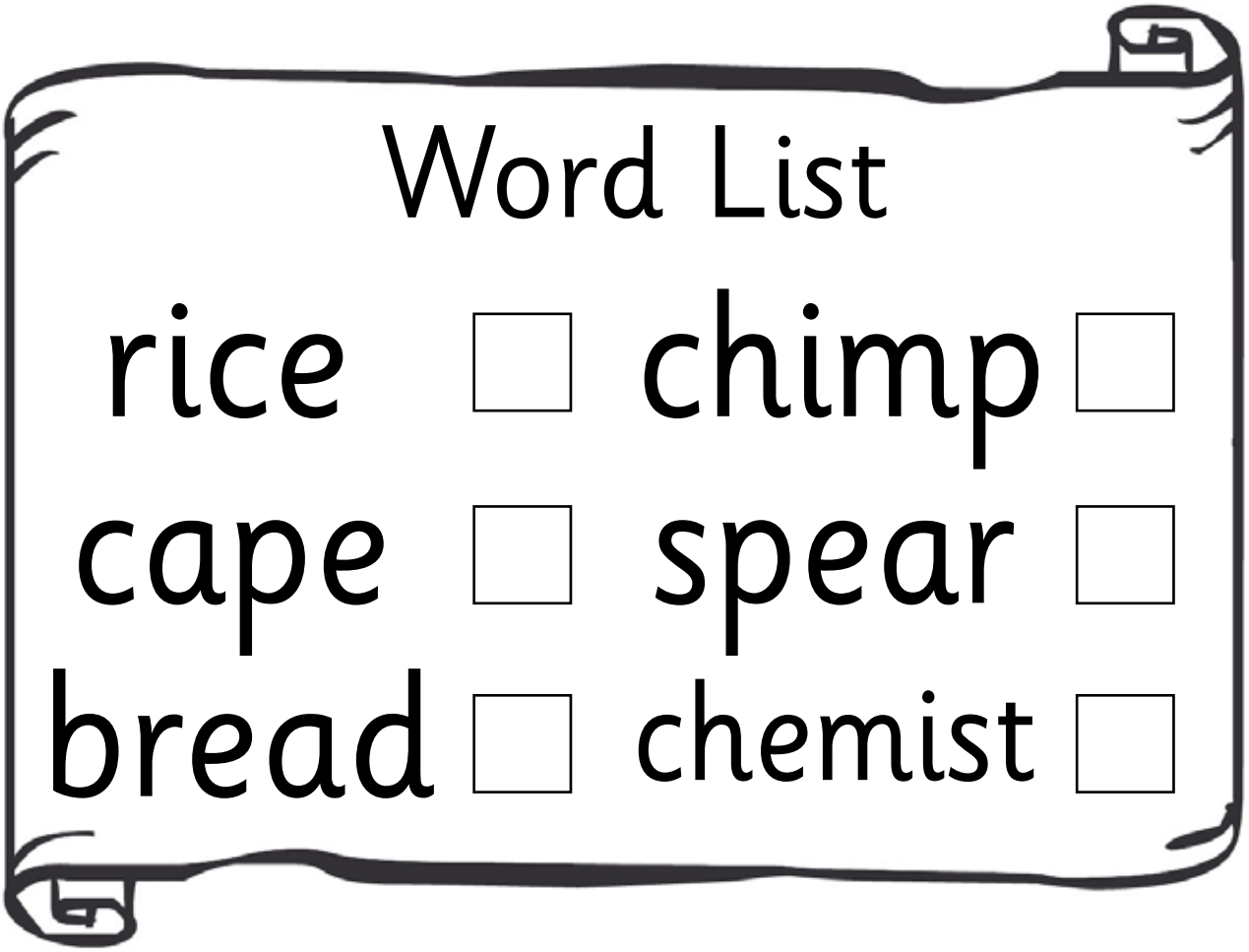
 © 2021

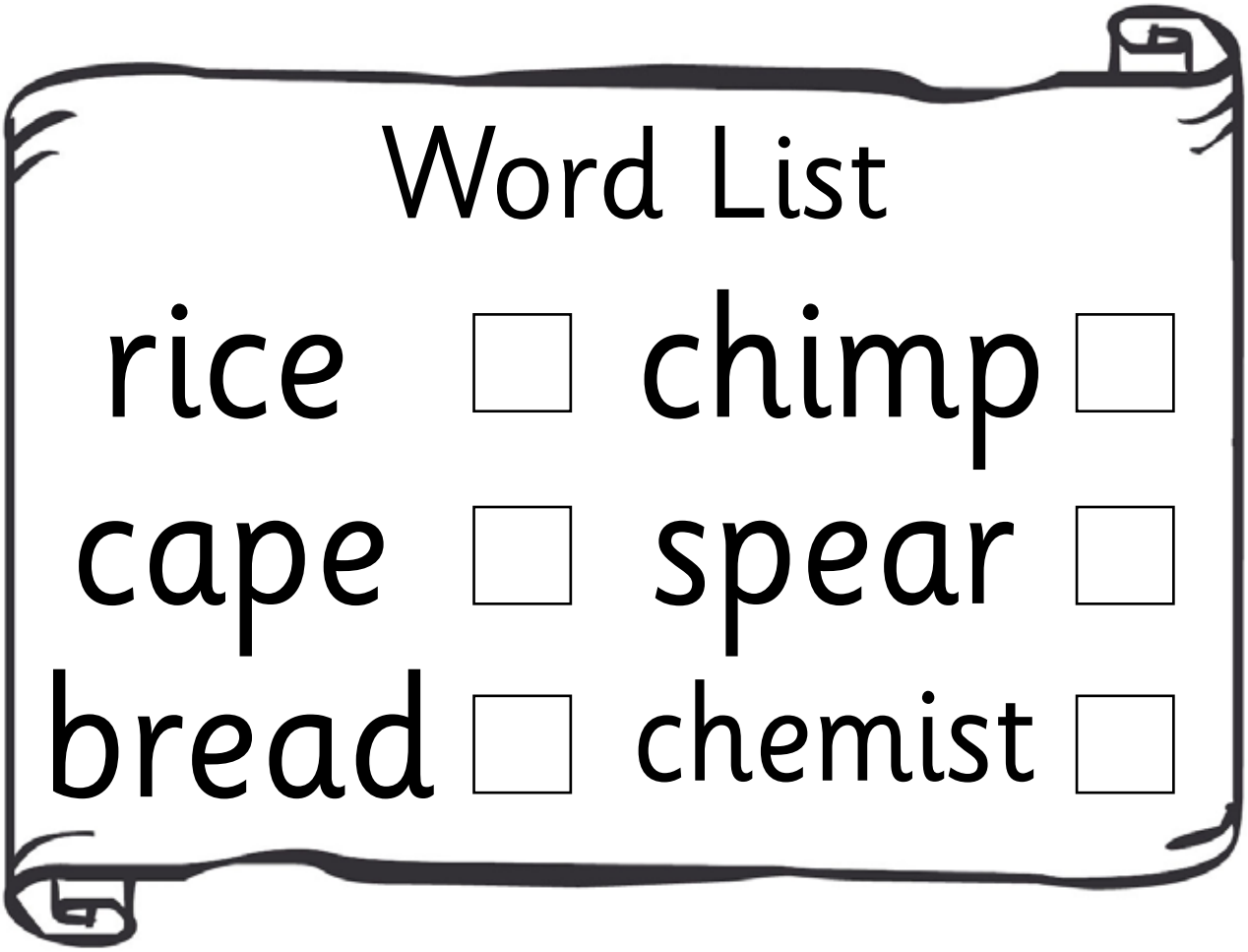
Scavenger Hunt








Word List
rice
chimp
cape
spear
bread
chemist


Word List
rice
chimp
cape
spear
bread
chemist

 © 2021

Word Fishing

We are trying to catch the images for these words today! Draw a line from the word to its matching image.

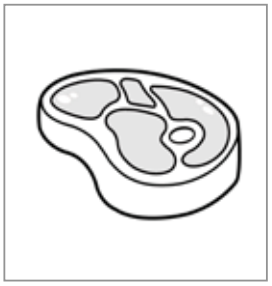
face

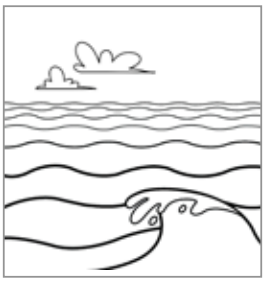
sea

chef

meat

feather





Review Day: <ear> <a>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Astronaut, Ape, Octopus, Ark, Organ, Eagle-Earth, Aircraft, Earth). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <a>: Astronaut, Ape, Octopus, Ark, Organ
- <ear>: Eagle-Earth, Aircraft, Earth

Practise

⚓ **Word Match:** Using the word pairs below, write the first word on the board and then say *"Is this the word XXXX"* where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match. (bear/bore, fear/fear, heard/hard, wash/watch, want/want, father/feather, tall/tall)

Apply

⚓ **Phrase Act:** Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out. "Draw with a pen and paper." "Eat a pear." "Tap a head."

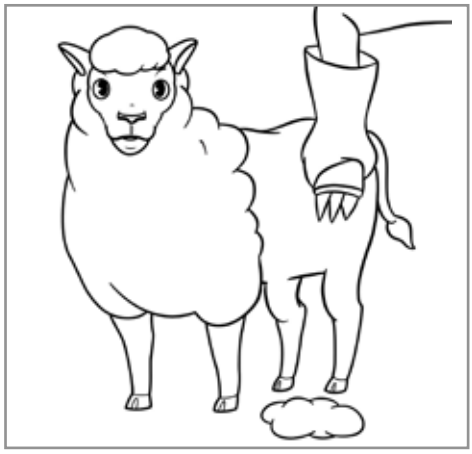
⚓ Children can also use the worksheet.

 © 2021

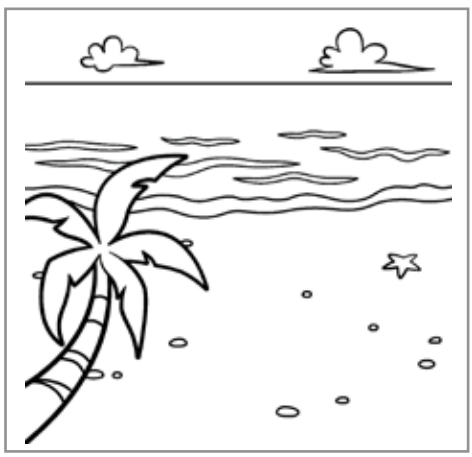
Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

shear a sheep



A tree is near the water.



HFW (they, on, she, is, for)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: they, on, she, is, for."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Jump:** Shuffle 5 of the tricky or HFW word flashcards from this and previous phases together, printable from our website. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

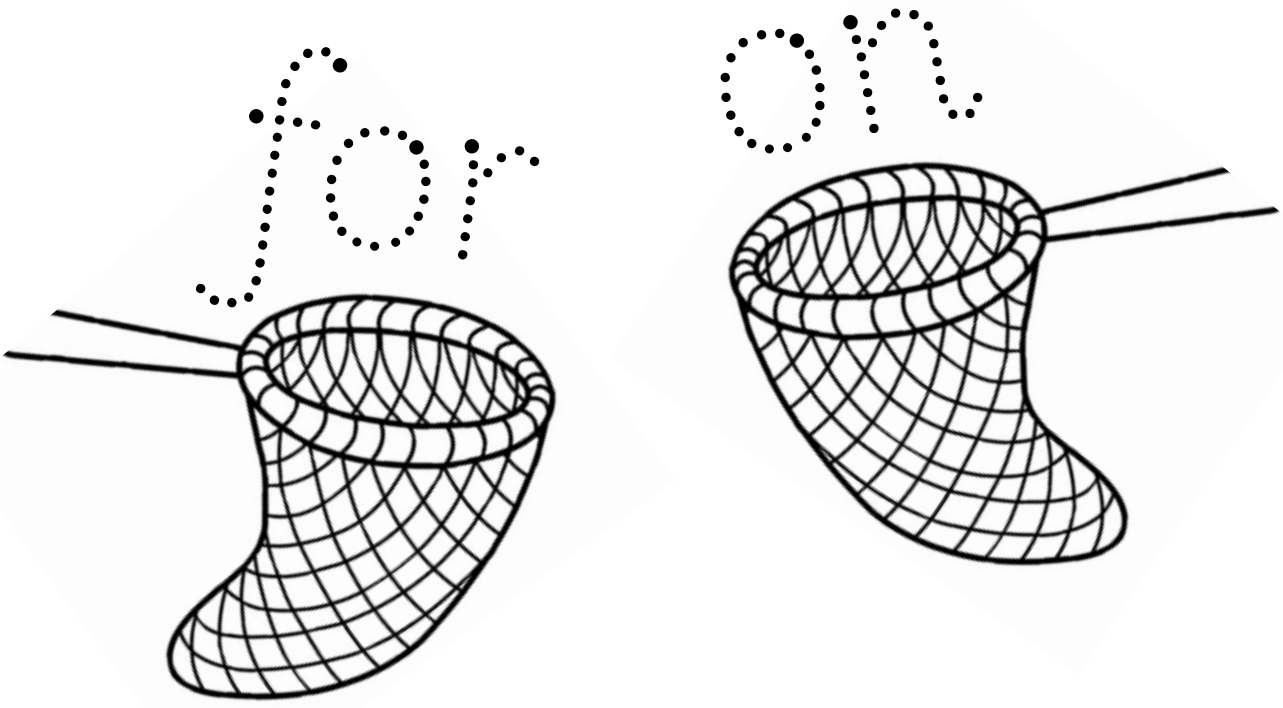
 © 2021

Trawling for Tricky Words

We are going to be catching some tricky words today! Complete these phrases using the tricky word choices in the nets. Make sure to trace the tricky words first!

They eat pears ____ breakfast.

She is ____ the beach.



<ey> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ey> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <ey> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Eagle and Ape on the board around the digraph. Illustrate each sound with the words: key, grey.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (key, donkey, valley, hockey, chimney, obey, hey, grey, they)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "Sheep play hockey." "A turkey sleeps under water." "Hair can be grey."

⚓ Children can also use the worksheet.

 © 2021

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.

- - - -

Letter <g> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <g> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <g> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Goat and Jellyfish on the board around the digraph. Illustrate each sound with the words: get, age.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (get, big, maggot, garden, gent, gem, grass, page, rage, agent)

Apply

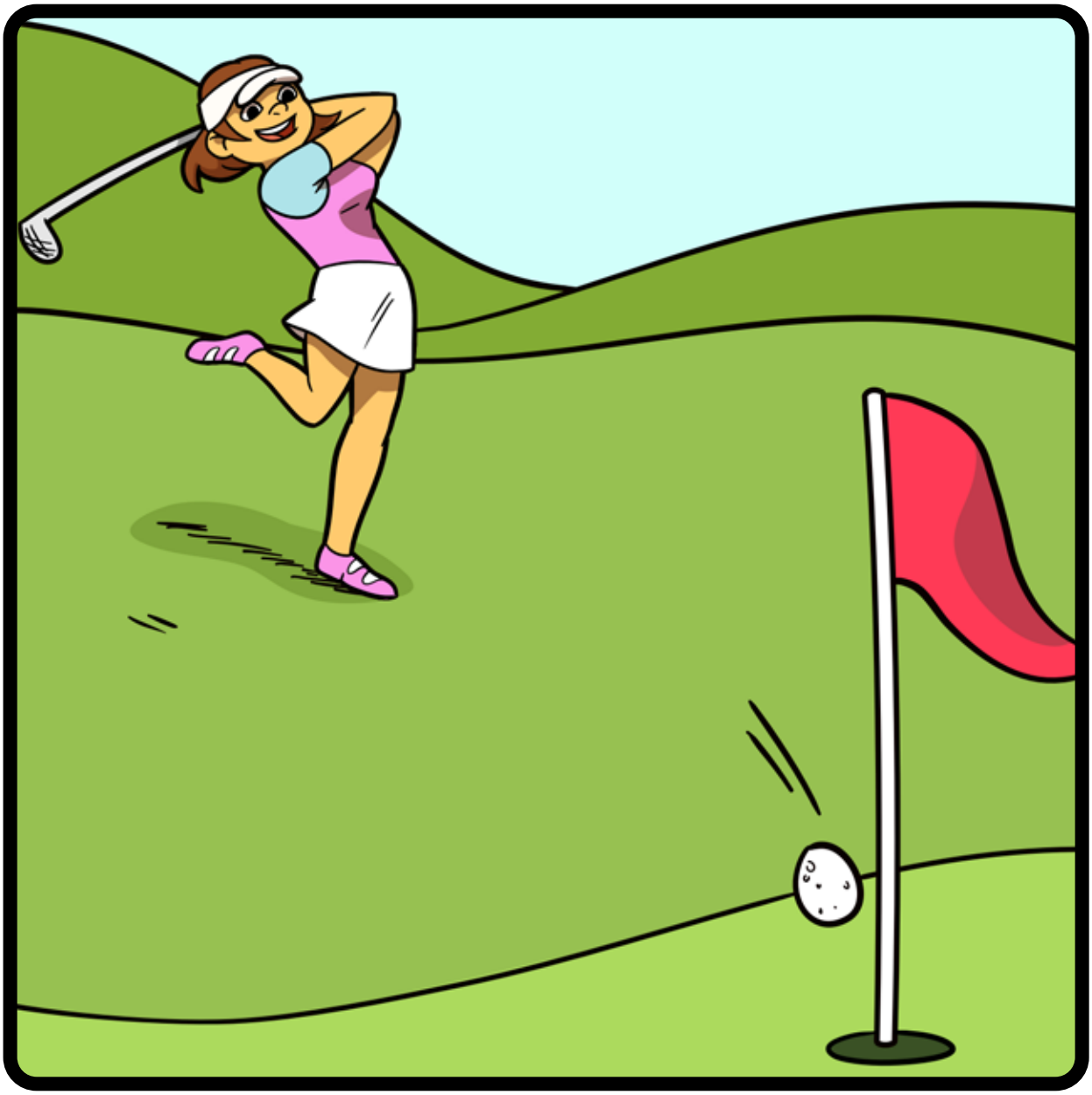
⚓ **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "The girl is good at golf." "Hair gel is slick."

⚓ Children can also use the worksheet.

Teacher Notes

You may want to explicitly teach that when a <g> is at the end of a word followed by an <e>, it is always the soft <g> sound and that the <e> is silent like with a split digraph. Show some examples, like: age, change, large, lunge.

 © 2021



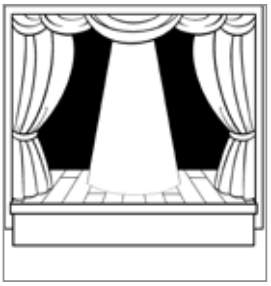
 © 2021

Word Fishing

We are trying to catch the images for these words today! Draw a line from the word to its matching image.

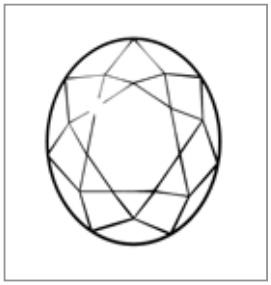
gem

girl



goal

stage



garden

Review Day: <ey> <ea> <ear>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Eagle, Ape, Egg, Eagle-Earth, Aircraft, Earth),. Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ear>: Eagle-Earth, Aircraft, Earth
- <ea>: Eagle, Egg
- <ey>: Eagle, Ape

Practise

⚓ **Word Match:** Using the word pairs below, write the first word on the board and then say *"Is this the word XXXX"* where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match. (hey/hey, peach/patch, bread/braid, spear/spear, earth/earth)

Apply

⚓ **Mini Whiteboard Work:** Dictate a few words for the children to write on their mini whiteboards, asking them to hold up their whiteboards after each one. (grey, obey, beach, bear, ear)

⚓ Children can also use the worksheet.

 © 2021

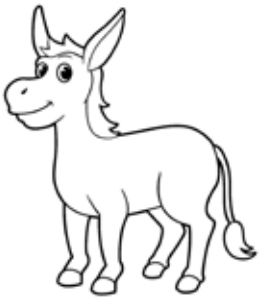
Diving for Digraphs and Trigraphs

We need to collect the digraphs/trigraphs to complete these words. Pick them from the selection under the sea!

sp____

k___

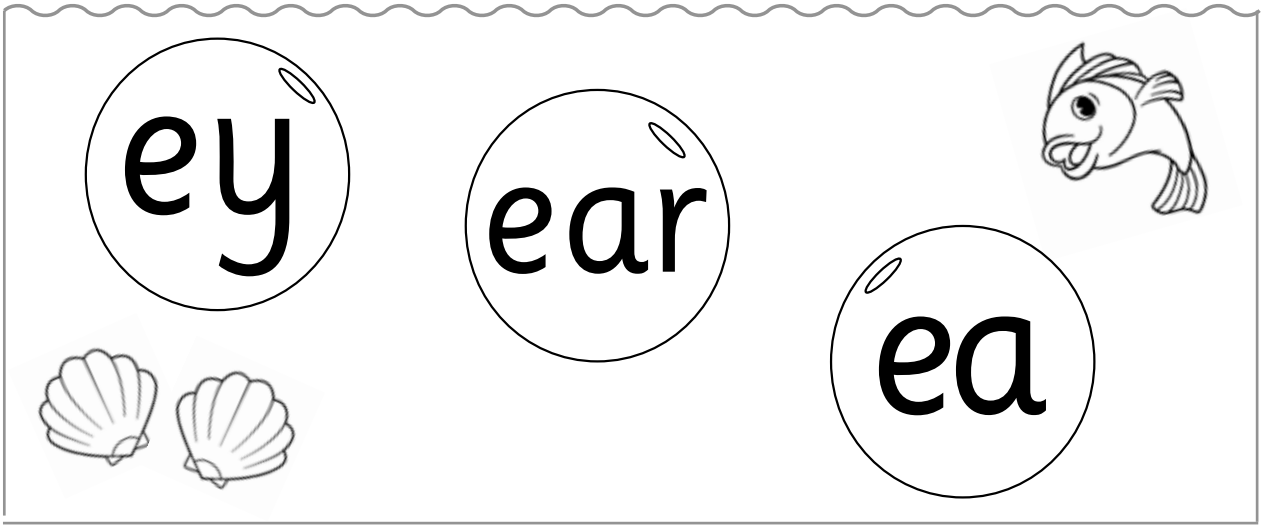
br___d



donk___

s___

b____d



Review Day: <g> <c> <ch>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Goat, Jellyfish, Kangaroos, Seal, Chick, Sheep). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <g>: Goat, Jellyfish
- <c>: Kangaroos, Seal
- <ch>: Chick, Sheep, Kangaroos

Practise

⚓ **Countdown:** Ask the children to stand in a line. Write a list of words on the board (feel free to add in more words than those suggested below). Start the timer. The first child comes up to the board and chooses either 'free choice' or 'lucky dip'. If they choose the former, they pick any word to decode and blend. If they choose 'lucky dip', you pick a word at random from the list for them to decode and blend. After reading it, they go to the back of the line. Keep a tally of points for every word read. Continue through the line until the timer runs out. Count up the points at the end! (golf, gel, get, cart, acid, creep, chirp, ache, champ, chef)

Apply

⚓ **Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word.

 © 2021

Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the <c> or <g> represents in each word.

page

good

image

dice

crew

HFW (at, his, but, that, with)

Introduce

- ⚓ **Objective:** *"Today, we are reviewing the high frequency words: at, his, but, that, with."*

Revisit

- ⚓ **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- ⚓ Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- ⚓ **Tricky Word Scavenger Hunt:** Write 5-10 tricky or HFW words on flashcards, then hide them around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it**.** Blank scavenger hunt flashcards and a checklist are in the Resources section at the back of the manual.

Apply

- ⚓ **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- ⚓ Children can also use the worksheet.

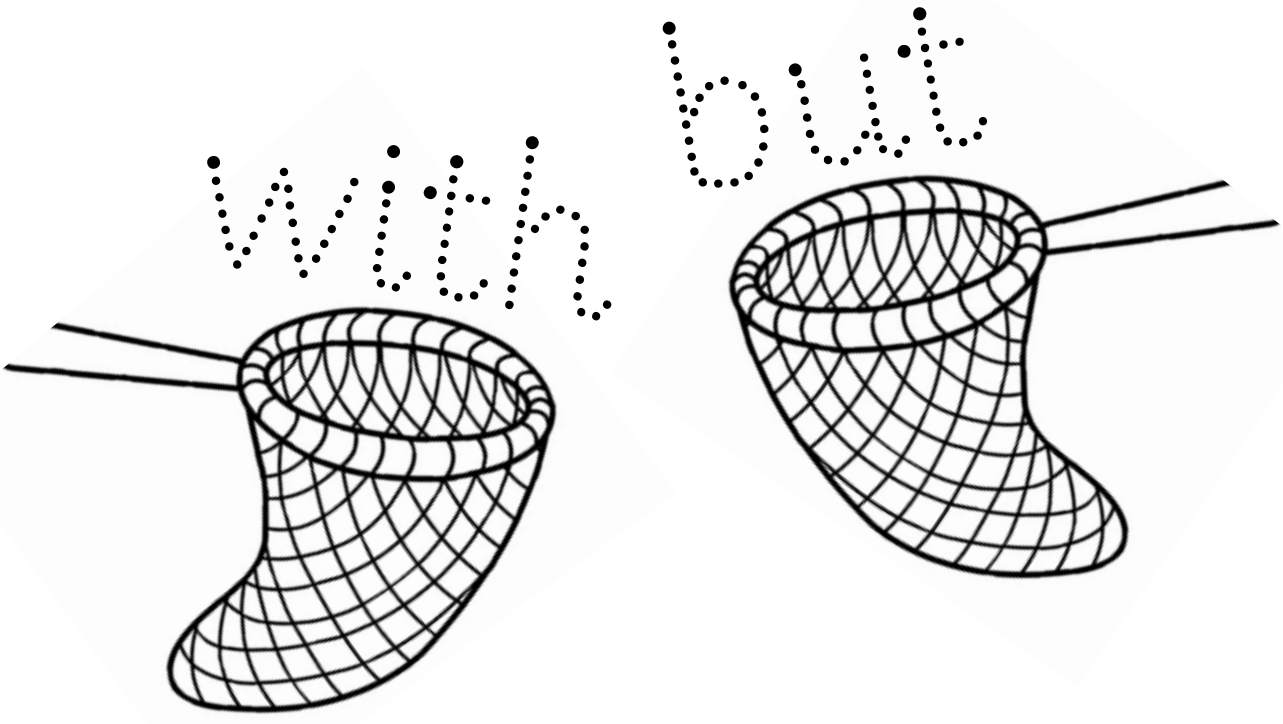
 © 2021

Trawling for Tricky Words

We are going to be catching some tricky words today! Complete these phrases using the word choices in the nets. Make sure to trace all the tricky words first.

The monkey eats ____ his paws

I like school, ____ home is better



Letter <i> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <i> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <i> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Igloo and Ice Cream on the board around the digraph. Illustrate each sound with the words: mild, pit.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (item, wild, blind, behind, tin, pin, his, milk, drip, brick)

Apply

⚓ **Sound Planks:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the "planks".

⚓ Children can also use the worksheet.

 © 2021

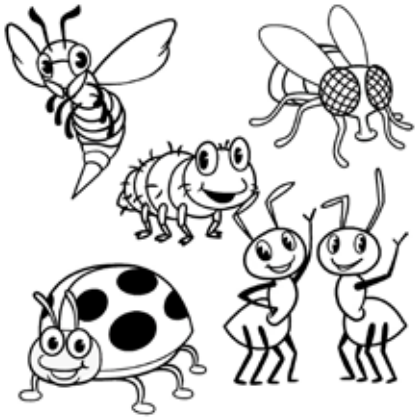
Sound Planks

To get off the boat we'll need to make a gangplank out of words! Cut out the "planks" and get the children to match each word to its image to create a chain!

stink	
tin	
silent	

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.



e n s i c t s

_ _

_____

t l i p o

_ _

_____

 © 2021

Sound Stepping Stones

To get to the new island we'll need to take the stepping stone path, but we can only step on stones with real words! Colour in the stones with real words.

fea

small

paught

grand

teach

afe

kear

lice

village

tain

straw

rait

chimney

<ie> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ie> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <ie> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Ice Cream and Eagle on the board around the digraph. Illustrate each sound with the words: pie, field.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (fried, lie, tries, denied, chief, shriek, field)

Apply

⚓ **Scavenger Hunt:** Cut out the attached image flashcards then hide them around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

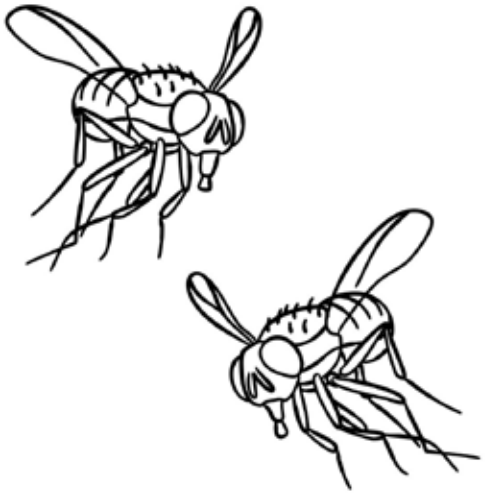
⚓ Children can also use the worksheet.

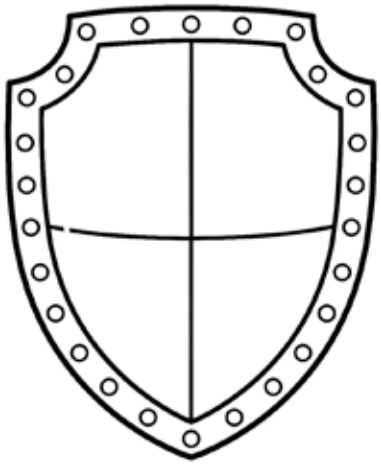
Teacher Notes

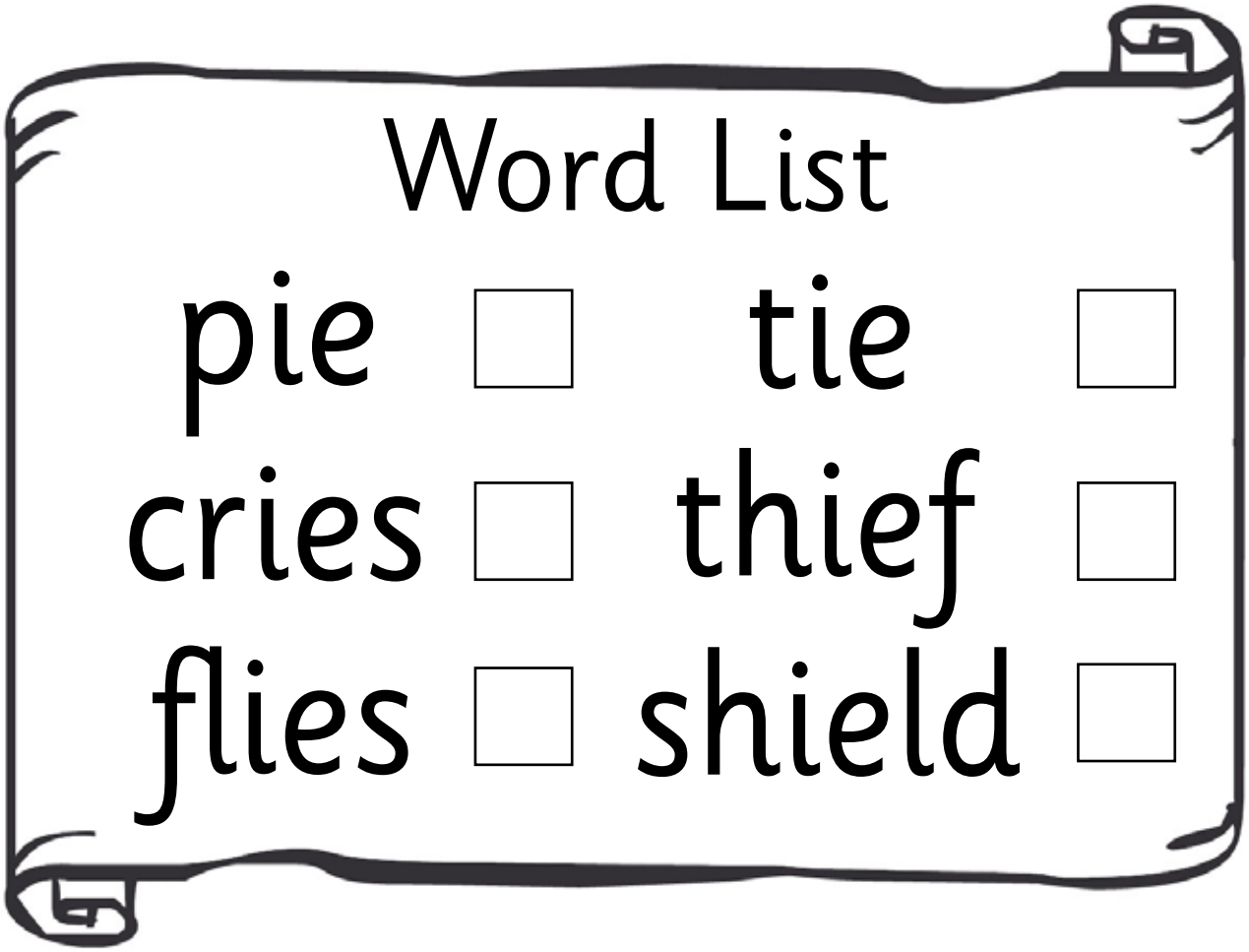
When the <ie> is at the end of the word on its own it normally represents the /igh/ sound. The children will learn about how words like "try" and "fry" become "tries/tried" and "fries/fried" in Phase 5 Unit 4.

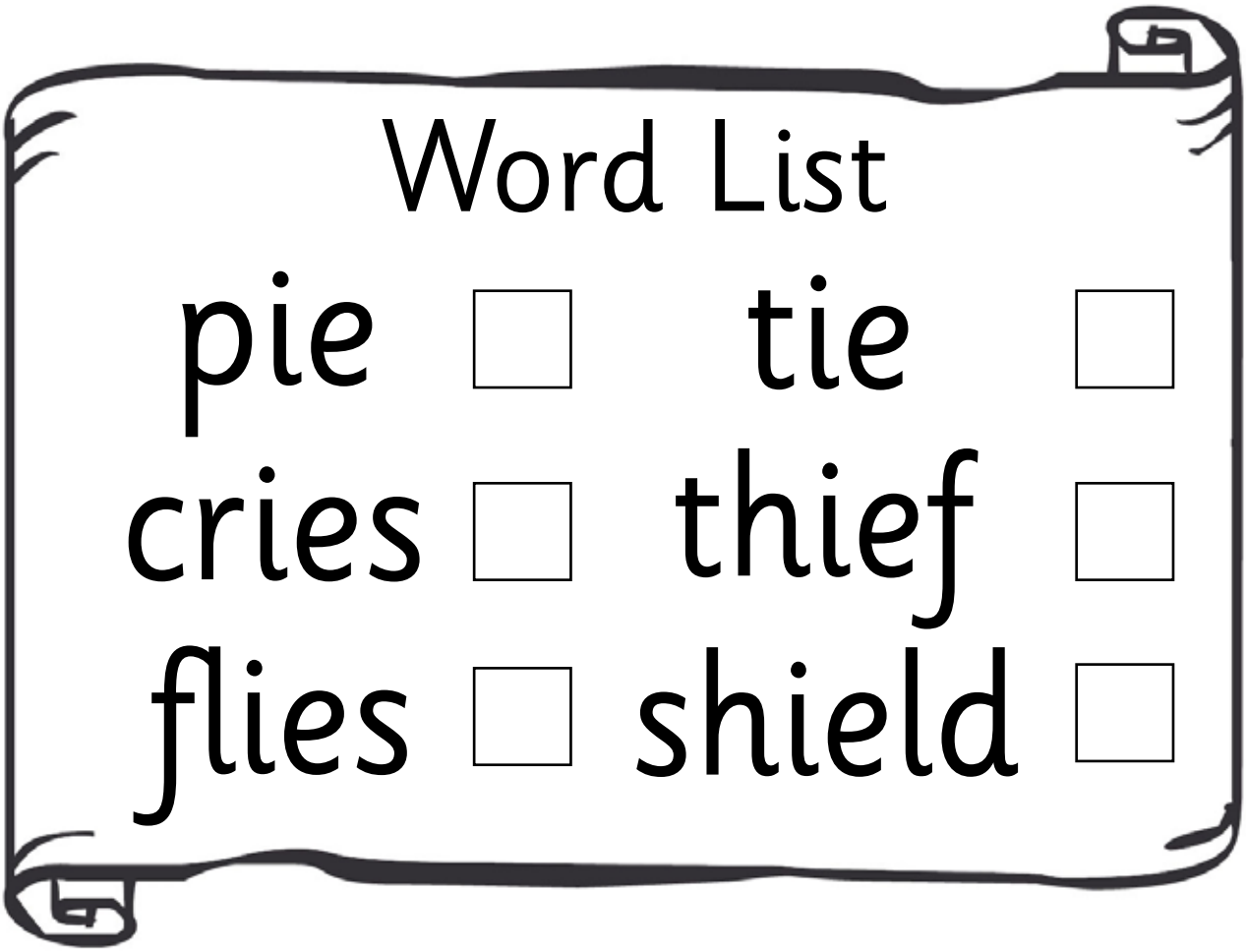
 © 2021

Scavenger Hunt





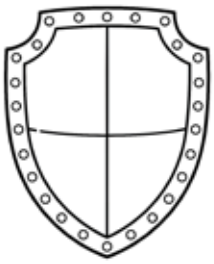

Word List
pie
tie
cries
thief
flies
shield


Word List
pie
tie
cries
thief
flies
shield

 © 2021

Diving for Digraphs

We need to collect the digraphs to complete these words. Pick them from the selection under the sea!



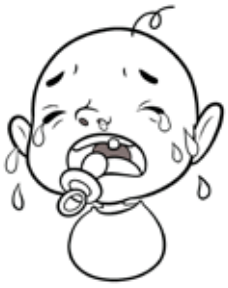
sh___ld

t___

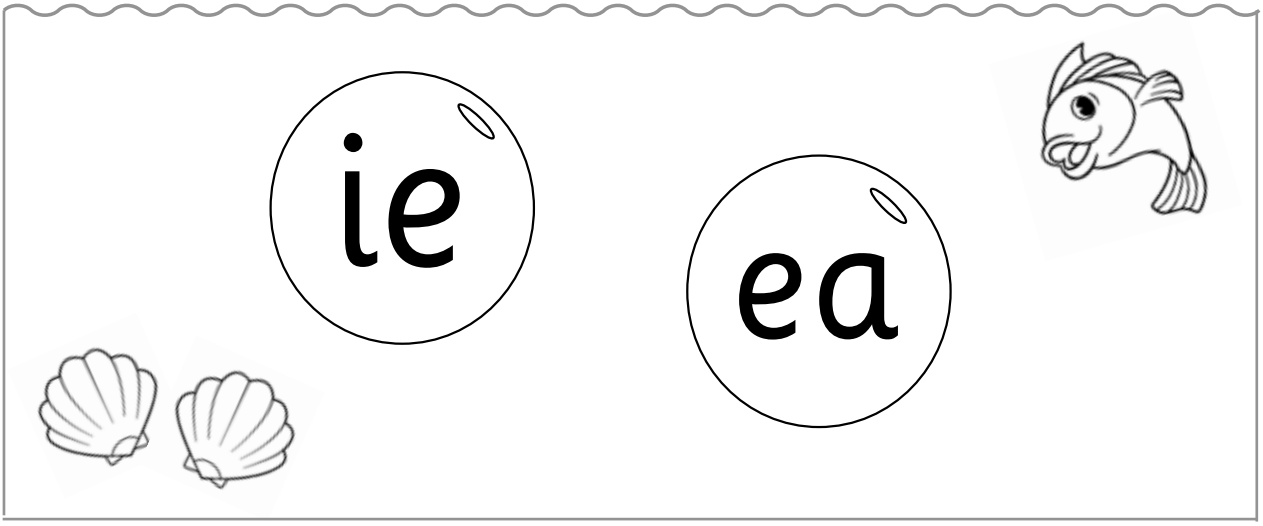
br___d

cook___

p___



cr___d



Review Day: <i> <ey> <g>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Igloo, Ice Cream, Eagle, Egg, Goat, Jellyfish). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <i>: Igloo, Ice Cream
- <ey>: Eagle, Ape
- <g>: Goat, Jellyfish

Practise

⚓ **Sentence Sub:** Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- How did you find that cookie? - find/sniff - cookie/pie - find/throw.
- A donkey eats grass - donkey/valley - eats/grows.

Apply

⚓ **Phrase Act:** Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out. "Get the milk into the glass." "Say 'hey' to a girl." "Pretend to be a donkey."

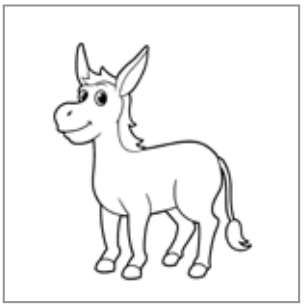
⚓ Children can also use the worksheet.

 © 2021

Word Fishing

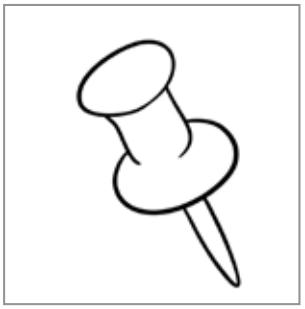
We are trying to catch the images for these words today! Draw a line from the word to its matching image.

pin



key

bag



pilot

donkey

Review Day: <ie> <ea> <ear>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Ice Cream, Eagle, Egg, Eagle-Earth, Aircraft, Earth). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ear>: Eagle-Earth, Aircraft, Earth
- <ea>: Eagle, Egg
- <ie>: Ice Cream, Eagle

Practise

⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (peach, rie, pie, geaf, dear, bear, meag, meal)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "It is good to tell a lie." "Bread and butter are nice to eat." "A real bear would like a hug."

⚓ Children can also use the worksheet.

 © 2021

Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

The thief steals a cookie.

A pie is a meal.

HFW (all, we, can, are, great)

Introduce

- ⚓ **Objective:** *"Today, we are reviewing the high frequency words: all, we, can, are, great."*

Revisit

- ⚓ **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- ⚓ Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- ⚓ **Tricky Word Jump:** Shuffle 5 of the tricky or HFW word flashcards from this and previous phases together, printable from our website. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

Apply

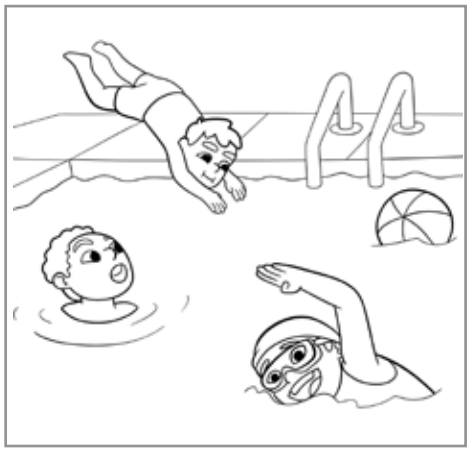
- ⚓ **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- ⚓ Children can also use the worksheet.

 © 2021

Aye-Aye Caption

Read the caption and match it to the right image by drawing a line. Try tracing out the caption below!

We are great swimmers.



We are great swimmers.

Letter <o> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <o> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <o> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Octopus, Ogre, Umbrella Man on the board around the digraph. Illustrate each sound with the words: hot, go, mother.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (so, go, both, spot, golf, shot, honey, money, some)

Apply

⚓ **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "Find a pot of gold." "Go to play golf."

⚓ Children can also use the worksheet.

 © 2021

 © 2021

Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the <ch>, <c> or <g> represents in each word.

money

gold

clock

hold

love

<oo> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <oo> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <oo> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Oon and Ook on the board around the digraph. Illustrate each sound with the words: took, moon.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (look, shook, book, good, cookie, zoo, soon, spoon, shoot, mood, gloom, seafood)

Apply

⚓ **Mini Whiteboard Work** Dictate a few words for the children to write on their mini whiteboards, asking them to hold up their whiteboards after each one. (hood, stood, boost, stool, broom)

⚓ Children can also use the worksheet.

 © 2021

Word Fishing

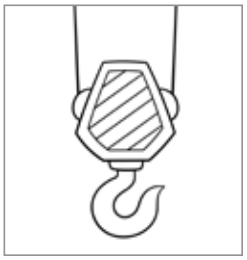
We are trying to catch the images for these words today! Draw a line from the word to its matching image.

stool

hook

book

moon



school

Review Day: <o> <i> <ie>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Igloo, Ice Cream, Octopus, Ogre, Umbrella Man, Eagle). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <i>: Igloo, Ice Cream
- <o>: Octopus, Ogre, Umbrella Man
- <ie>: Ice Cream, Eagle

Practise

⚓ **Word Mood:** Show a word/phrase for the children to read all together. Ask them to read it in a particular voice: sad, happy, angry, scared, excited. (don't, hoping, click, shock, other, shove, remind, stink, insect, cookie, tie, shield)

Apply

⚓ **Grapheme Spotter - Pairs:** Children read the paragraph in pairs and underline today's graphemes each time they appear, saying the sound it represents to their partner.

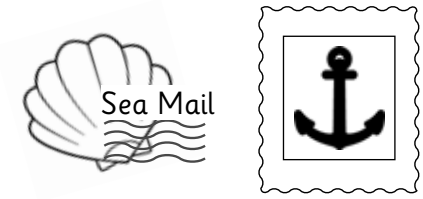
⚓ Children can also use the worksheet.

 © 2021

Grapheme Spotter - Pairs

Read the paragraph in pairs and underline the grapheme <o> each time it appears, saying the sound it represents to your partner.

o



Hello Dad!

I love going on holiday.

I went golfing, hit a hole in one, and beat my brother!

Love, Rob

Review Day: <oo> <ey> <g>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Oon, Ook, Eagle, Ape, Goat, Jellyfish). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <oo>: Oon, Ook
- <ey>: Eagle, Ape
- <g>: Goat, Jellyfish

Practise

⚓ **Word Match:** Using the word pairs below, write the first word on the board and then say *"Is this the word XXXX"* where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match. (school/stool, stool/stole, age/age, grab/grape, honey/honey)

Apply

⚓ **Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word.

⚓ Children can also use the worksheet.

 © 2021

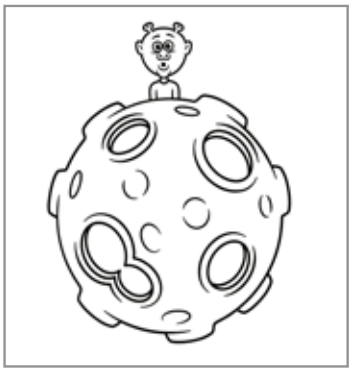
Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the <oo> digraph represents in each word.

spoon

too

shook



hood

seafood

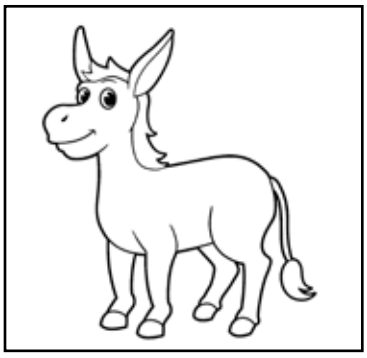
Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.

_ _

_____

oo c k ie



_ _

_____

nk ey o d

_ _

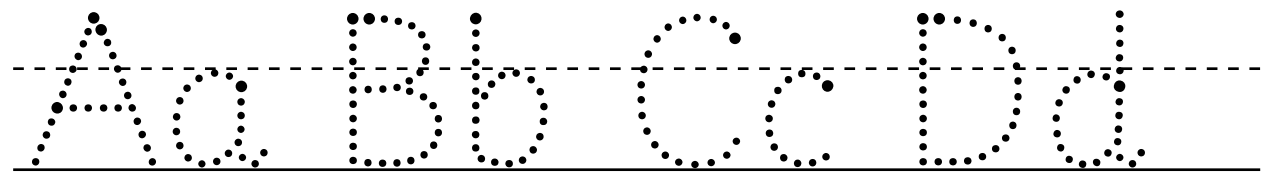
_____

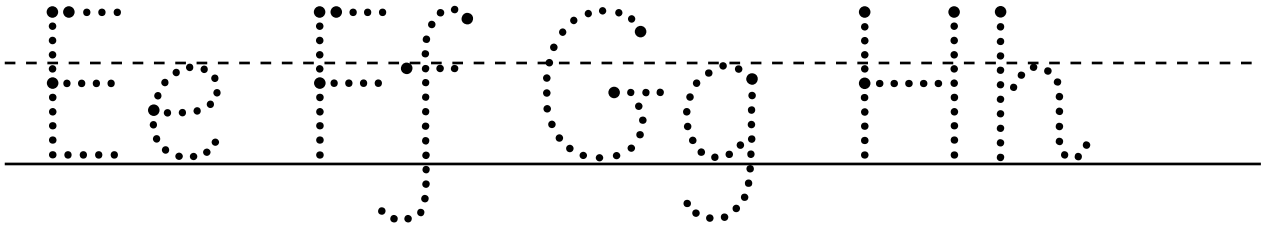
g d ar e n

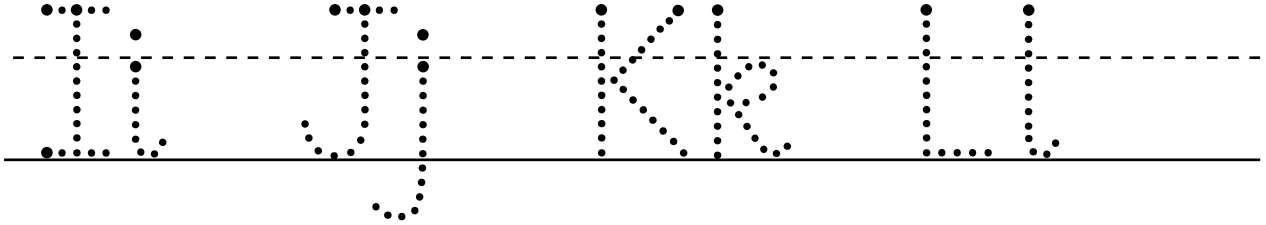
 © 2021

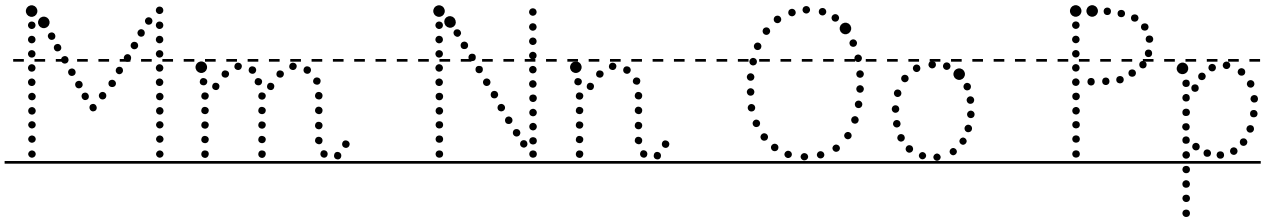
Ship-Shape Letters

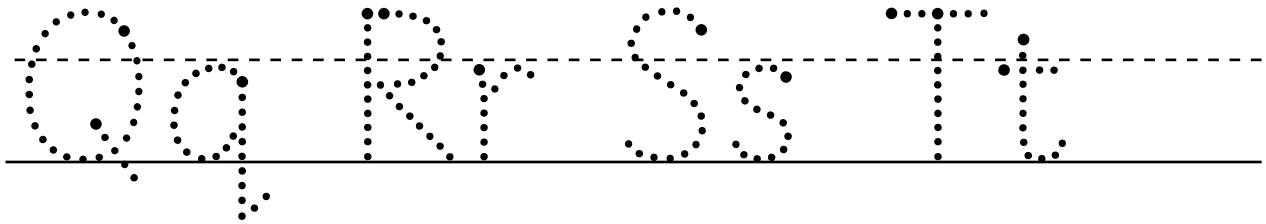
Let's practise tracing our letters as we learn all the sounds they can make! Note the differences between the uppercase and lowercase letters.

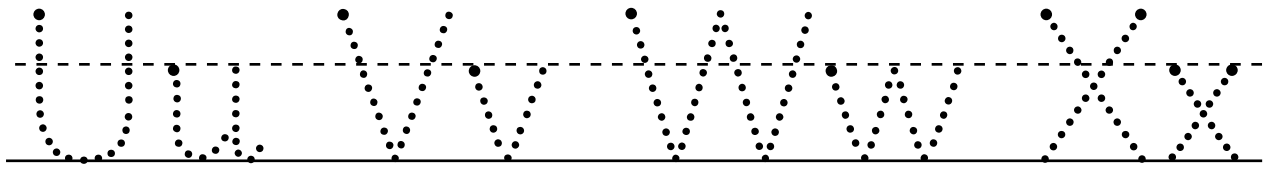


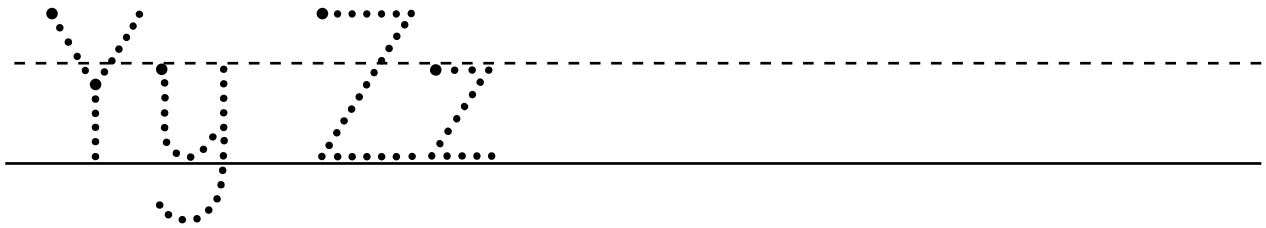












HFW (had, my, her, what, says)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: had, my, her, what, says."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Scavenger Hunt:** Write 5-10 tricky or HFW words on flashcards, then hide them around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it**.** Blank scavenger hunt flashcards and a checklist are in the Resources section at the back of the manual.

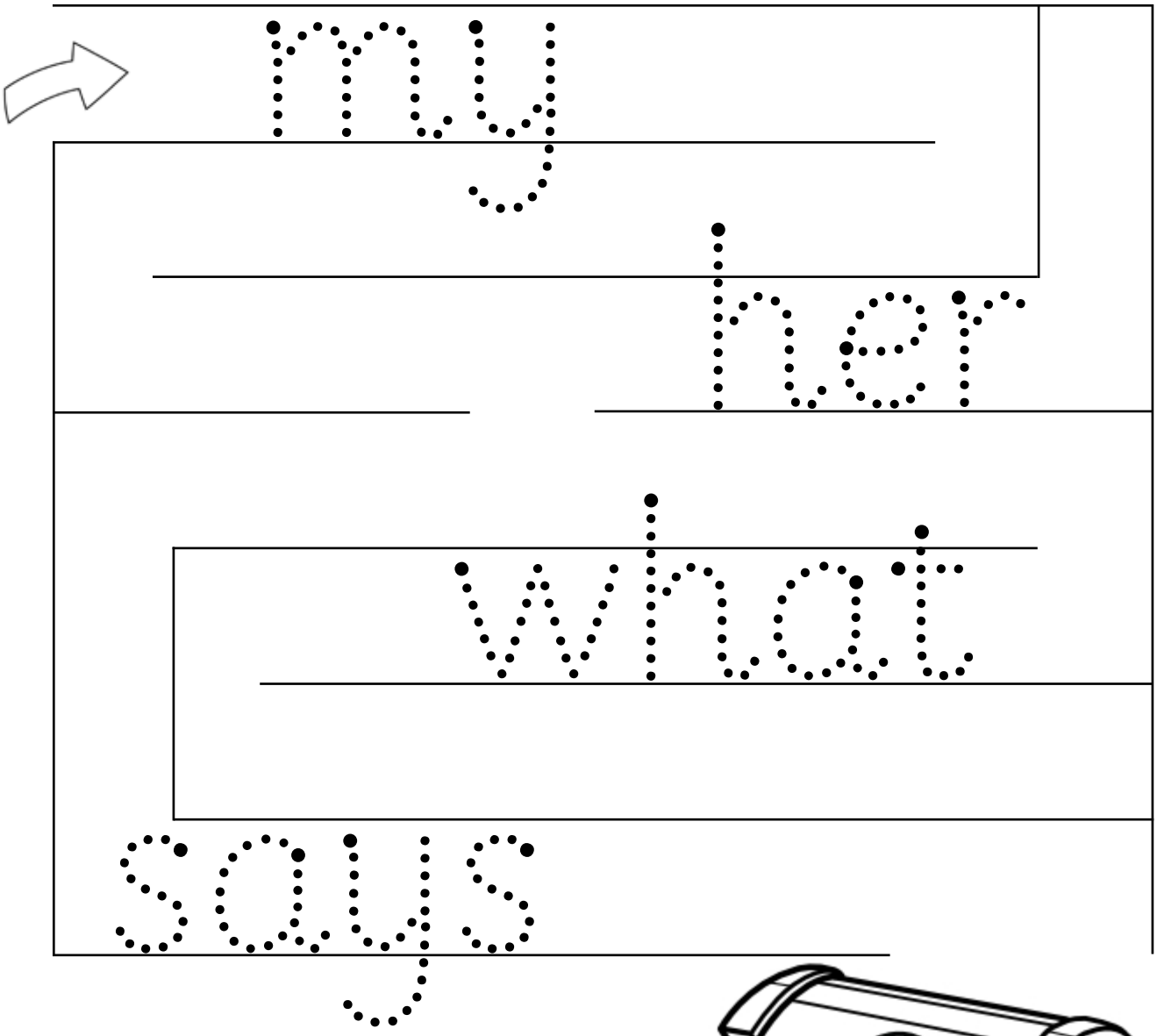
Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

 © 2021

Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them, and follow the maze to get to the reward.



<ou> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ou> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <ou> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Owl, Ook, Oon, and Ogre on the board around the digraph. Illustrate each sound with the words: sound, should, soup, soul.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (you, group, boulder, shoulder, would, should, loud, proud)

Apply

⚓ **Sound Planks:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the "planks".

Teacher Notes

When an <l> follows the digraph, the sound is most often either the Ogre or Ook. phoneme.

 © 2021

Sound Planks

To get off the boat we'll need to make a gangplank out of sounds! Cut out the "planks" and get the children to match each word to its image to create a chain!

shoulder	
shout	
cloud	

<ow> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ow> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <ow> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Ogre and Owl on the board around the digraph. Illustrate each sound with the words: low, cow.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (own, show, snow, shadow, follow, powder, town, crowd, now, towel)

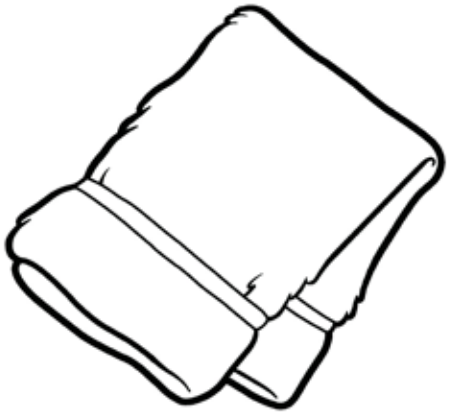
Apply

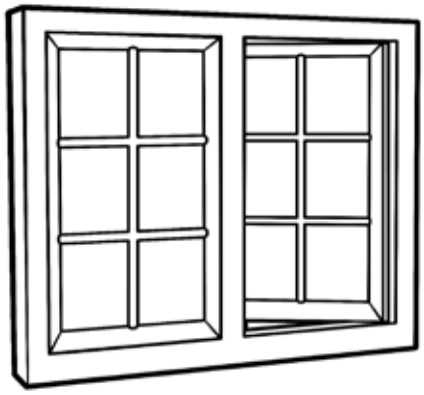
⚓ **Scavenger Hunt:** Cut out the attached image flashcards then hide around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image. (towel, window, bowl, cow, owl, flower)

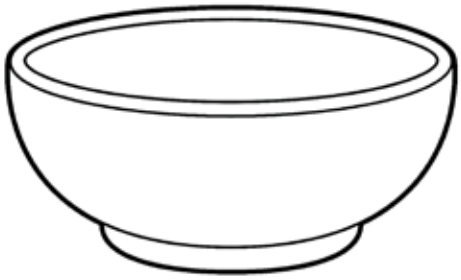
⚓ Children can also use the worksheet.

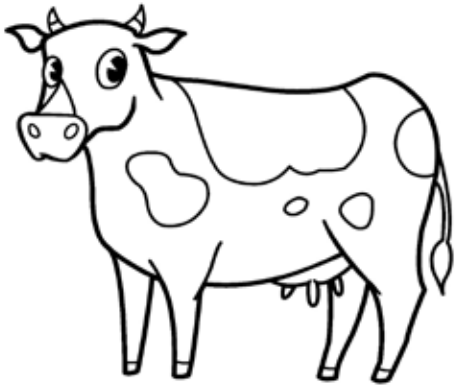
 © 2021

Scavenger Hunt









Word List

cow	☐	owl	☐
bowl	☐	flower	☐
window	☐	towel	☐

Word List

cow	☐	owl	☐
bowl	☐	flower	☐
window	☐	towel	☐

 © 2021

Word Fishing

We are trying to catch the images for these words today! Draw a line from the word to its matching image.

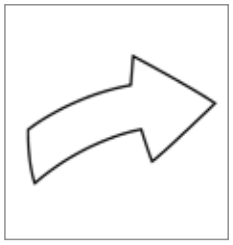
arrow

bowl

clown

crow

owls



Review Day: <ou> <o> <oo>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Owl, Ook, Oon, Octopus, Ogre, Umbrella Man). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ou>: Owl, Ook, Oon, Ogre
- <o>: Octopus, Ogre, Umbrella Man
- <oo>: Oon, Ook

Practise

⚓ **Countdown:** Ask the children to stand in a line. Write a list of words on the board (feel free to add in more words than those suggested below). Start the timer. The first child comes up to the board and chooses either 'free choice' or 'lucky dip'. If they choose the former, they pick any word to decode and blend. If they choose 'lucky dip', you pick a word at random from the list for them to decode and blend. After reading it, they go to the back of the line. Keep a tally of points for every word read. Continue through the line until the timer runs out. Count up the points at the end! (soup, you, soul, could, book, school, tooth, go, don't, hot, love)

Apply

⚓ **Phrase Act:** Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out. "Hold a cookie and take a bite." "Sip some soup." "Blow up a balloon."

⚓ Children can also use the worksheet.

 © 2021

Word Sort:

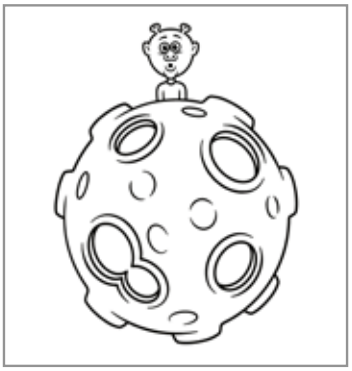
Give the children this resource. Have them alone or in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the <oo> or <ou> grapheme represents in each word.

books

school

could

shook



moon

Review Day: <ow> <i> <ie>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Igloo, Ice Cream, Eagle, Ogre, Owl). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <i>: Igloo, Ice Cream
- <ie>: Ice Cream, Eagle
- <ow>: Ogre, Owl

Practise

⚓ **Sentence Sub:** Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- Do not spill the soup! - soup/owl - spill/pester - owl/spies.
- I love this pie - pie/pillow - love/despise - despise/allow.

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "I can grow snow." "You can tie up a field." "We can pick some flowers."

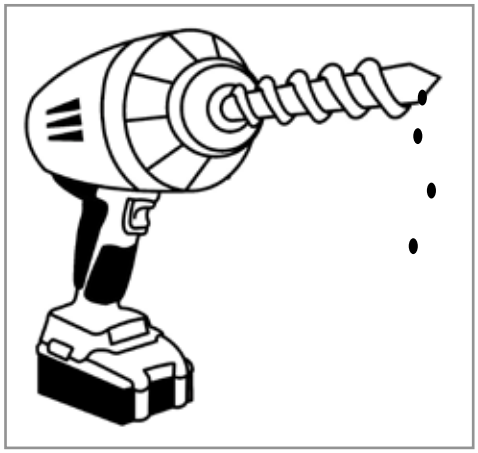
⚓ Children can also use the worksheet.

 © 2021

Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

The drill drips oil.



The flowers grow tall.

HFW (out, this, have, went, be)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: out, this, have, went, be."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Jump:** Shuffle 5 of the tricky or HFW word flashcards from this and previous phases together, printable from our website. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

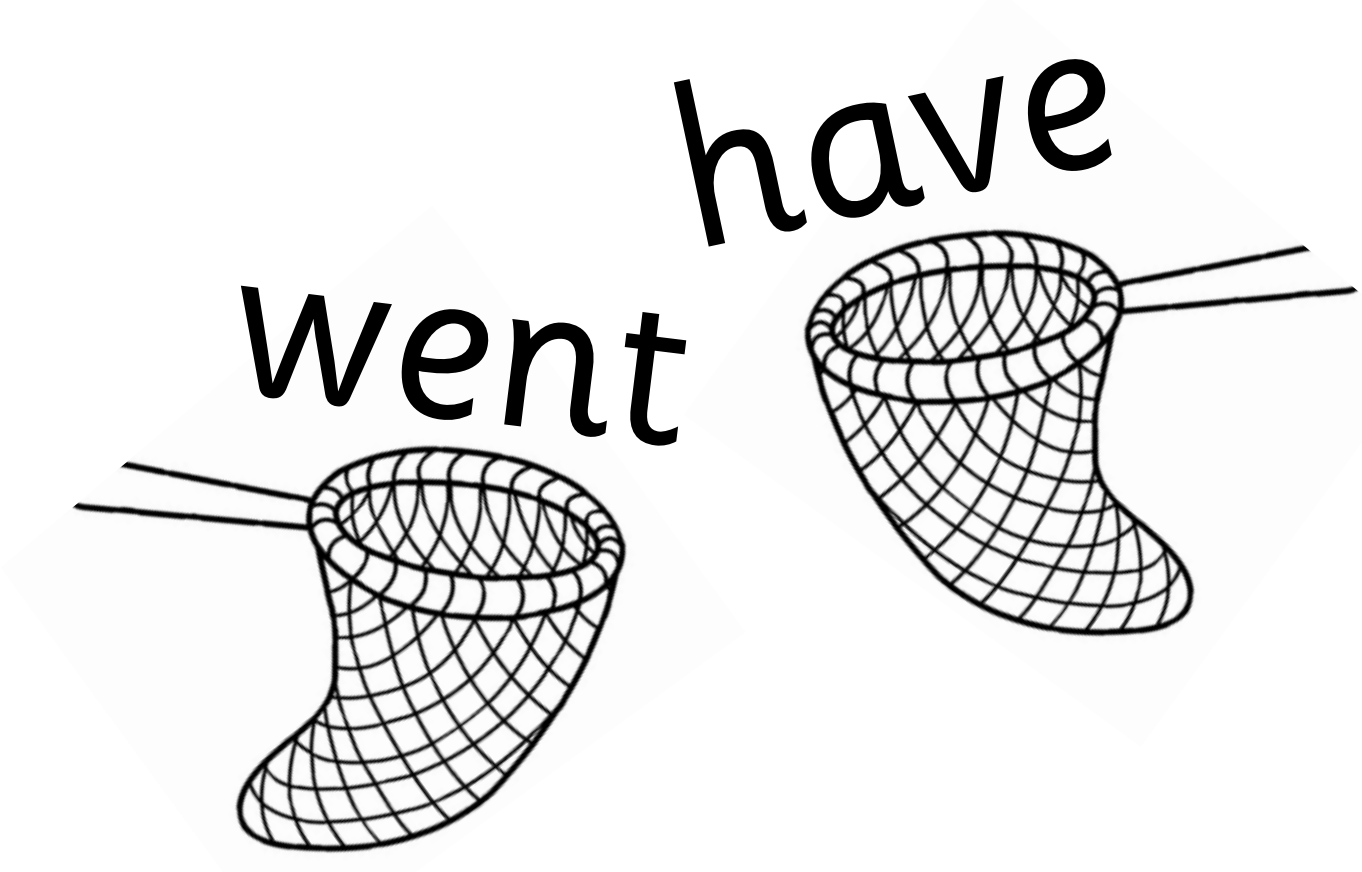
 © 2021

Trawling for Tricky Words

We are going to be catching some tricky words today! Complete these phrases using the tricky word choices in the nets.

I _____ a soft bed.

She _____ to the shop.



Letter <s> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <s> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <s> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Seal and Jean on the board around the digraph. Explain that Jean the Sheep in a Jeep is the name the sheep takes when he drives to France! Have them practise making the quite tricky /zh/ sound as you point to Jean. Illustrate each sound with the words: set, measure.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (set, seal, soap, strong, measure, pleasure)

Apply

⚓ **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "Find the secret treasure." "Don't stress over spilled milk."

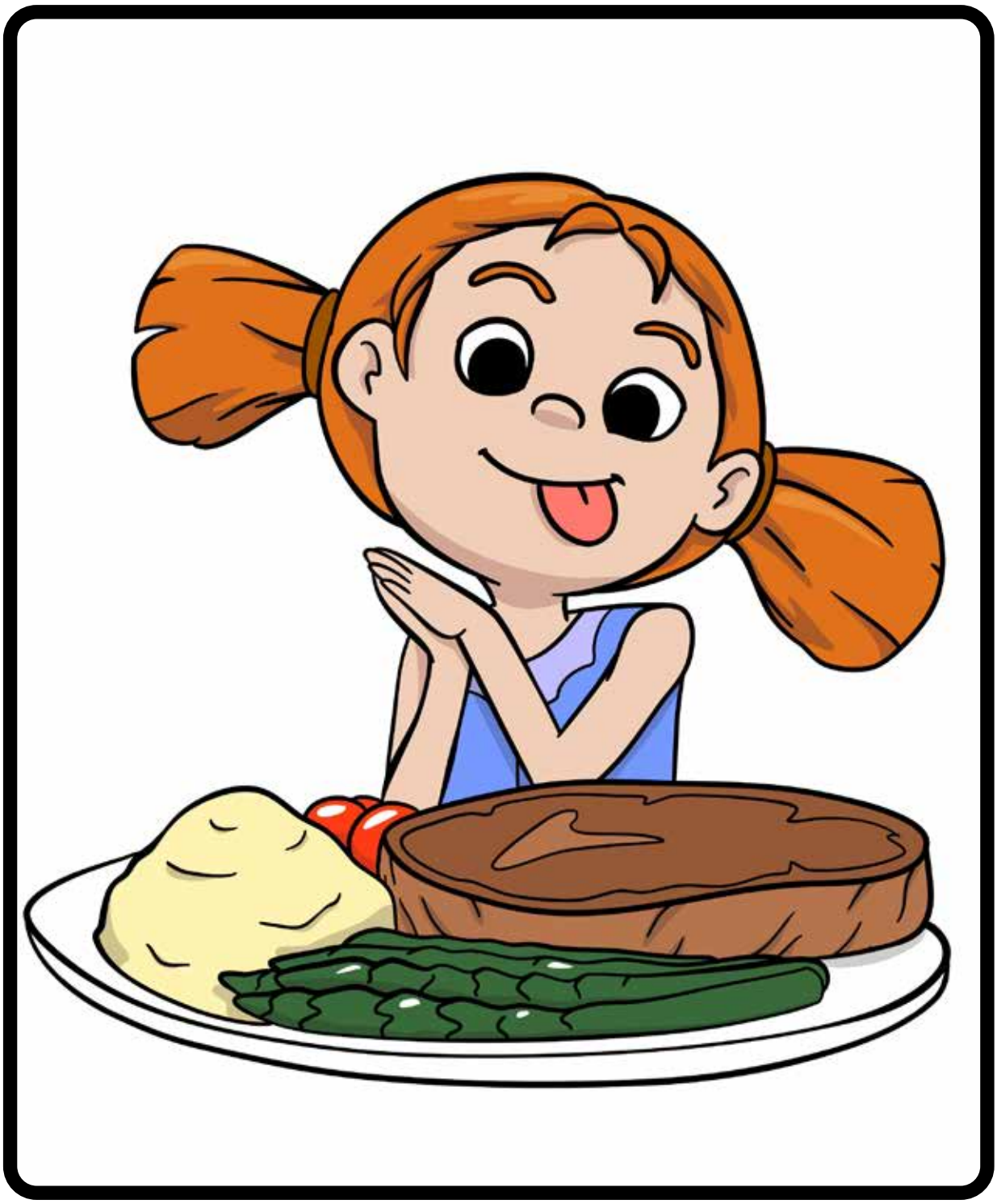
⚓ Children can also use the worksheet.

Teacher Notes

The -ure ending in these words represents the /er/ sound. It is not a grapheme taught in this phase but it would be a good idea to review it as it is common in words where the <s> represents the /zh/ sound.

Jean ze Sheep in a Zheep represents the /zh/ sound that is most commonly heard in words like "treasure". We have created a French Sheep in a Jeep to help the pupils phonate the sound, which is much more common in French (Jean, Jacques, etc.) We hope it gives a bit of a laugh.

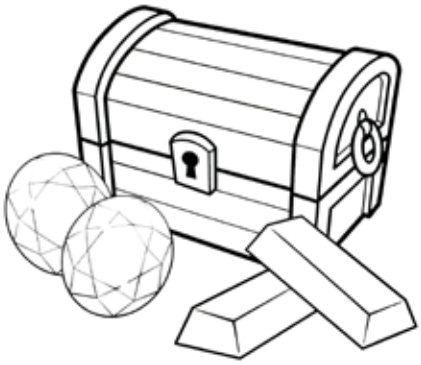
 © 2021



 © 2021

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.



_ _

_____

tr
s
ea
re
u

_ _

_____

s
te
sk
a

<th> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <th> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <th> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Thief with the Beef and That in a Hat on the board around the digraph. Illustrate each sound with the words: this, thank.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (this, that, those, there, them, thin, path, bath, thief, third)

Apply

⚓ **Mini Whiteboard Work:** Dictate a few words for the children to write on their mini whiteboards, asking them to hold up their whiteboards after each one. (father, smooth, thing, three, thanks)

⚓ Children can also use the worksheet.

 © 2021

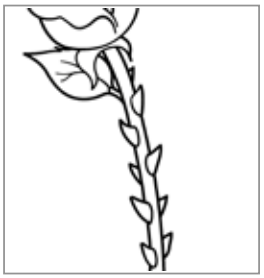
Word Fishing

We are trying to catch the images for these words today! Draw a line from the word to its matching image.

thorns

bath

three



thief

father

Review Day: <s> <ou> <ow>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Owl, Ook, Oon, Ogre, Owl, Seal, Jean). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ou>: Owl, Ook, Oon, Ogre
- <ow>: Owl, Ogre
- <s>: Seal, Jean

Practise

⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (south, stirk, jeasure, out, you, loub, throw, drow, klow)

Apply

⚓ **Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word.

 © 2021

Word Sort - Pairs

Work alone or in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the <oo> or <ou> grapheme represents in each word.

shoulder

cow

show

out

power

allow

boulder

Review Day: <th> <o> <oo>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Ook, Oon, Octopus, Ogre, Umbrella Man, Thief, That). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <th>: Thief, That
- <o>: Octopus, Ogre, Umbrella Man
- <oo>: Oon, Ook

Practise

⚓ **Word Mood:** Show a word/phrase for the children to read all together. Ask them to read it in a particular voice: sad, happy, angry, scared, excited. (weather, mother, together, health, think, three, mood, cool, book, gold, clock, so, some)

Apply

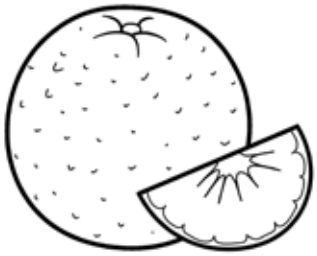
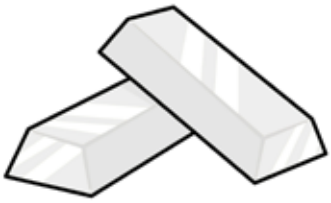
⚓ **Sound Planks:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the "planks".

⚓ Children can also use the worksheet.

 © 2021

Sound Planks

To get off the boat we'll need to make a gangplank out of words! Cut out the "planks" and get the children to match each word to its image to create a chain!

gold	
orange	
octopus	
	

HFW (like, some, so, not, then)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: like, some, so, not, then."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Scavenger Hunt:** Write 5-10 tricky or HFW words on flashcards, then hide around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it.

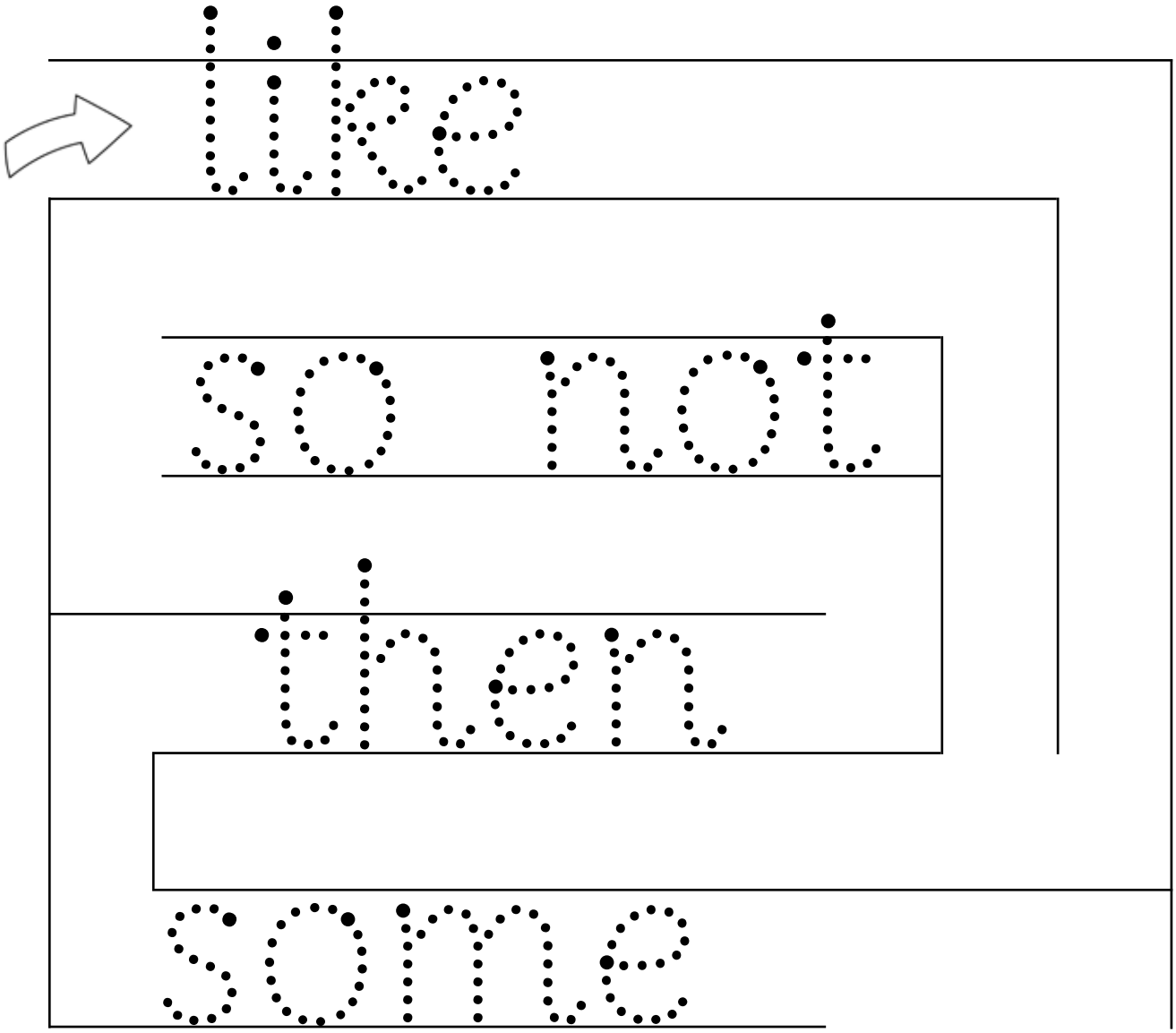
Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

 © 2021

Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them and follow the maze to get to the reward.



Letter <u> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <u> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <u> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Umbrella Man, Ook, and Unicorn on the board around the digraph. Illustrate each sound with the words: plug, music, put.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (unit, unicorn, music, but, just, under, pull, push, full)

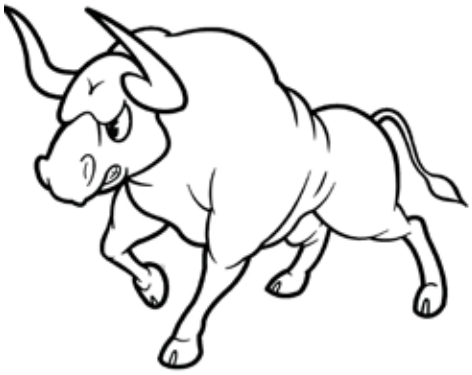
Apply

⚓ **Scavenger Hunt:** Cut out the attached image flashcards then hide around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

⚓ Children can also use the worksheet.

 © 2021

Scavenger Hunt



Word List

tuba	☐	gust	☐
nut	☐	pudding	☐
bull	☐	unicorn	☐

Word List

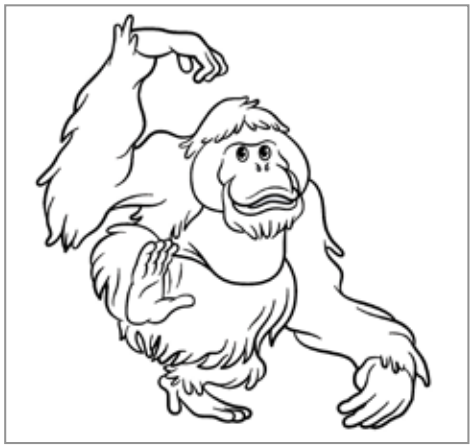
tuba	☐	gust	☐
nut	☐	pudding	☐
bull	☐	unicorn	☐

 © 2021

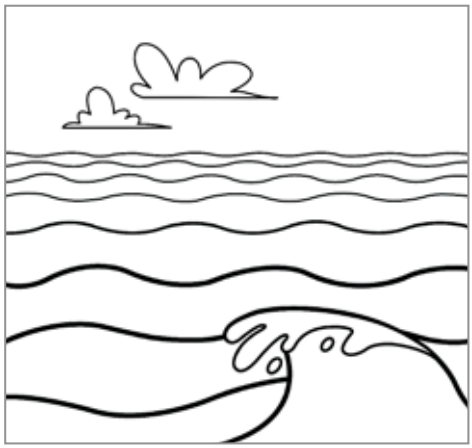
Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

The music is loud.



The sea is under the clouds.



<u_e> Split Digraph

Introduce

- **Objective:** *"Today we are learning all the sounds the split digraph <u_e> usually represents."*

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

- Write a big <u_e> on the board. Ask the children to name the sounds (or pictophones) they think the split digraph can make. Stick the Oon and the Unicorn on the board around the digraph. Illustrate each sound with the words: rule, cube.

Practise

- **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (June, flute, include, brute, use, tune, huge, cute, excuse, tube, amuse, confuse)

Apply

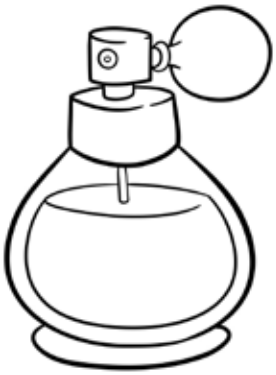
- **Phrase Act:** Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out. "Pick up a prune and eat it." "Put on some perfume." "Turn up the volume."
- Children can also use the worksheet.

 © 2021

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.

f
ute
l



er
ume
p
f

Review Day: <u> <s> <th>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Ook, Unicorn, Umbrella Man, Thief, That, Seal, Jean). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <th>: Thief, That
- <s>: Seal, Jean
- <u>: Umbrella Man, Ook, Unicorn

Practise

⚓ **Word Match:** Using the word pairs below, write the first word on the board and then say *"Is this the word XXXX"* where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match. (unit/onion, runt/runt, pull/pall, stag/stage, treasure/treasure, thirteen/thirty)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "It is good to say thank you." "You can change the weather." "A stink smells awful."

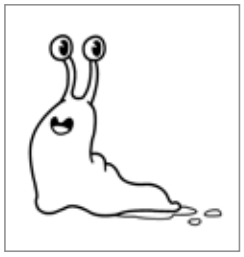
⚓ Children can also use the worksheet.

 © 2021

Word Fishing

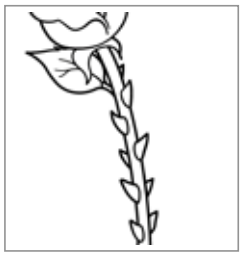
We are trying to catch the images for these words today! Draw a line from the word to its matching image.

unicorn

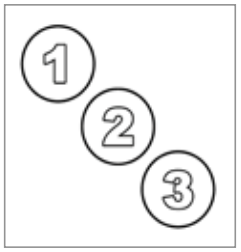


thorns

three



slug



umbrella

Review Day: <u_e> <ou> <ow>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Owl, Ook, Oon, Ogre, Owl, Unicorn). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ou>: Owl, Ook, Oon, Ogre
- <ow>: Owl, Ogre
- <u_e>: Unicorn, Oon

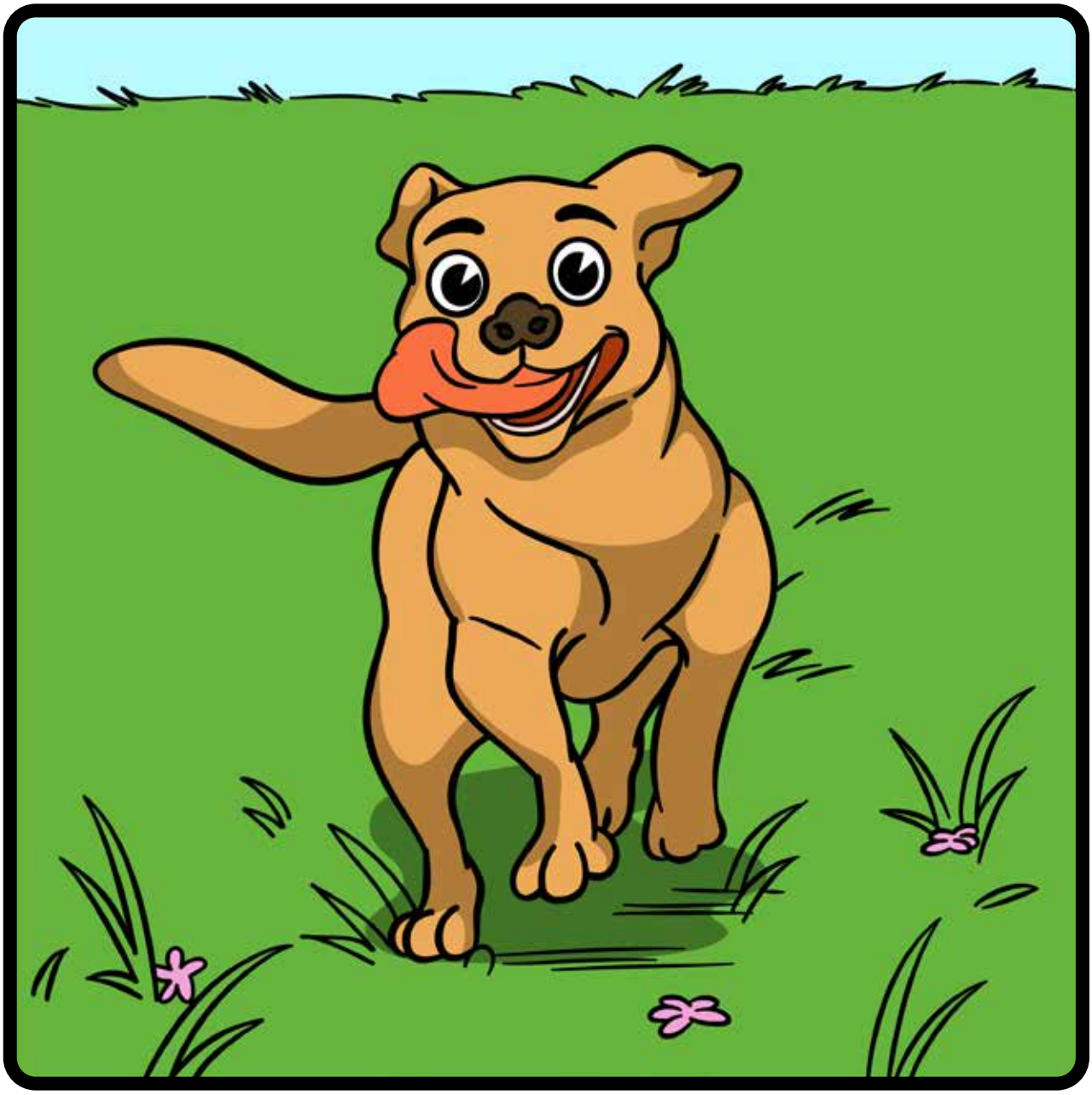
Practise

⚓ **Countdown:** Ask the children to stand in a line. Write a list of words on the board (feel free to add in more words than those suggested below). Start the timer. The first child comes up to the board and chooses either 'free choice' or 'lucky dip'. If they choose the former, they pick any word to decode and blend. If they choose 'lucky dip', you pick a word at random from the list for them to decode and blend. After reading it, they go to the back of the line. Keep a tally of points for every word read. Continue through the line until the timer runs out. Count up the points at the end! (refuse, tune, rule, mule, you, sound, foul, flower, shoulder, bowl, show, flow, pow, allow)

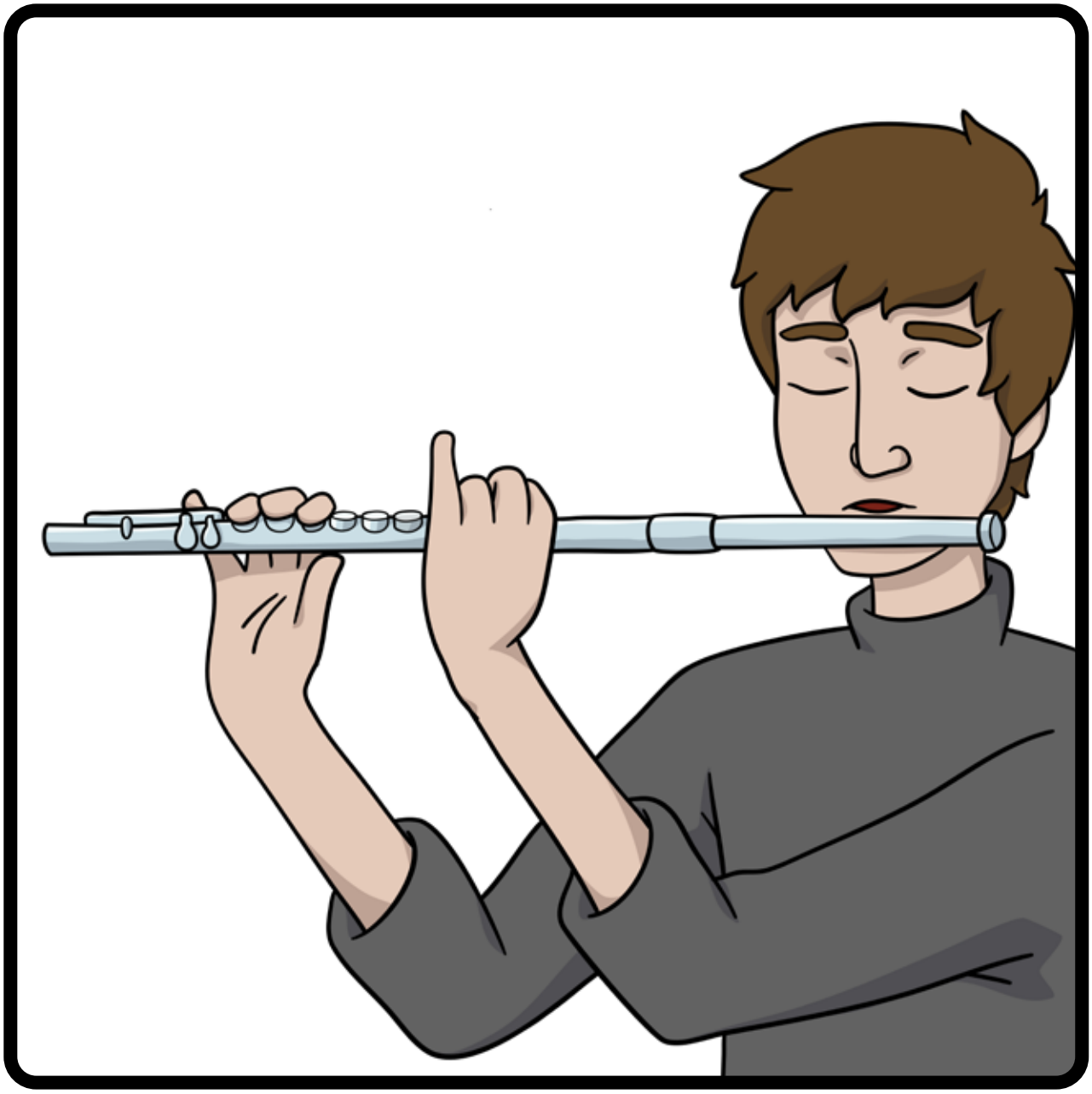
Apply

⚓ **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "Throw some flour in the bowl." "Don't shout too loud." "A flute makes a sweet sound."

 © 2021



 © 2021



HFW (were, go, little, as, no)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: were, go, little, as, no."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Jump:** Shuffle 5 of the tricky or HFW word flashcards from this and previous phases together, printable from our website. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

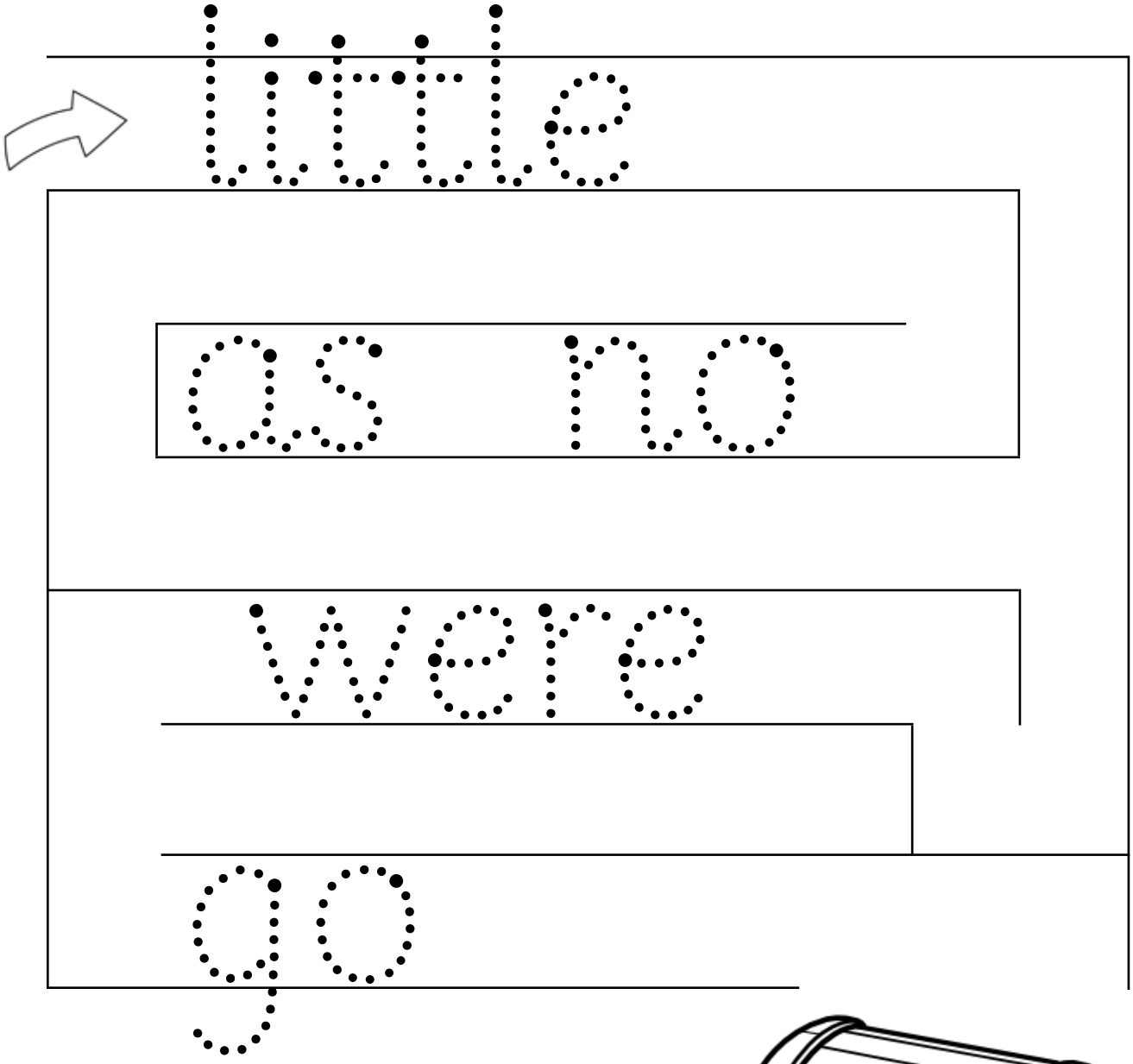
Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

 © 2021

Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them and follow the maze to get to the reward.



<ue> Digraph

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the digraph <ue> usually represents."*

Revisit

⚓ **Quickdash:** Review a selection of the grapheme flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme shown. Be sure to include digraphs and trigraphs.

Teach

⚓ Write a big <ue> on the board. Ask the children to name the sounds (or pictophones) they think the digraph can make. Stick the Oon and Unicorn on the board around the digraph. Illustrate each sound with the words: blue, argue.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (blue, true, glue, cruel, cue, venue, argue, fuel)

Apply

⚓ **Mini Whiteboard Work:** Dictate a few words for the children to write on their mini whiteboards, asking them to hold up their whiteboards after each one. (due, true, blue, glue, clue)

⚓ Children can also use the worksheet.

 © 2021

Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

The glue needs a cap.

The statue is white.

Letter <y> Sounds

Introduce

⚓ **Objective:** *"Today we are learning all the sounds the letter <y> usually represents."*

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Write a big <y> on the board. Ask the children to name the sounds (or pictophones) they think the split digraph can make. Stick the Yak, Eagle, Igloo, and Ice Cream on the board around the digraph. Illustrate each sound with the words: yes, happy, gym, sky.

Practise

⚓ **Word Sort:** Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column. (myth, gym, pyramid, July, reply, dry, by, yet, yell, yawn, yellow, pony, party, lady, body)

Apply

⚓ **Grapheme Spotter - Pairs:** Children read the paragraph in pairs and underline today's graphemes each time they appear, saying the sound it represents to their partner.

⚓ Children can also use the worksheet.

 © 2021

Grapheme Spotter - Pairs

Read the paragraph in pairs and underline some this week's graphemes (y) each time it appears, saying the sound it represents to your partner.

y

Dear Yosef,

I am happy to tell you that yesterday I got a puppy!

He is cute and yawns a lot.

Come and meet him in July!

Love, Ella

Review Day: <u> <u_e> <ue>

Introduce

⚓ **Objective:** *"Today we are reviewing this week and last week's graphemes."*

Revisit

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards (available on our website). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Ook, Umbrella Man, Oon, Unicorn). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <ue>: Unicorn, Oon
- <u_e>: Unicorn, Oon
- <u>: Umbrella Man, Ook, Unicorn

Practise

⚓ **Sentence Sub:** Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- The sky is very blue - sky/prune - blue/dry - dry/hairy.
- The rule is unfair - rule/tune - unfair/lovely.

Apply

⚓ **Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word.

⚓ Children can also use the worksheet.

 © 2021

Word Sort - Pairs

Work alone or in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the <oo> or <ou> grapheme represents in each word.

true

argue

duke

tuba

rude

include

value

Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.

s u i m c

_ _ _ _ _

ue t s a t

_ _ _ _ _

 © 2021

Sound Stepping Stones

To get to the new island we'll need to take the stepping stone path, but we can only step on stones with real words! Colour in the stones with real words.

roud

with

confuse

puse

howl

thin

pull

own

volume

foo

kie

small

gath

treasure

Review Day: <s> <th> <y>

Introduce

⚓ **Objective:** *"Today we are reviewing this week's graphemes and some old ones."*

Revisit

⚓ **Quickdash Words:** Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Teach

⚓ Write the graphemes for today on the left side of the board, and stick the pictophones on the other (Yak, Eagle, Igloo, Ice Cream, Thief, That, Seal, Jean). Ask the children to help you draw lines between each grapheme and the sounds it represents.

- <th>: Thief, That -- <th>
- <s>: Seal, Jean -- <s>
- <y>: Yak, Eagle, Igloo, Ice Cream

Practise

⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (mystery, pethy, yerp system, carry, steady, reply, fly, fry, deasure, thossy, happy)

Apply

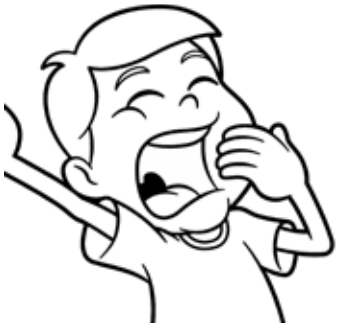
⚓ **Sound Dominoes:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the dominoes.

⚓ Children can also use the worksheet.

 © 2021

Sound Planks

To get off the boat we'll need to make a gangplank out of sounds! Cut out the "planks" and get the children to match each word to its image to create a chain!

pony	
sky	
yawn	

HFW (mum, one, them, do, me)

Introduce

- **Objective:** *"Today, we are reviewing the high frequency words: mum, one, them, do."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Write the words on the board and ask the children to help you decode them. Then ask for help to think of examples of how they are used in a sentence. Finally, cycle through them with the children calling out each one. You can gamify it by pairing children up and calling on a pair to answer as you cycle through!

Practise

- **Tricky Word Scavenger Hunt:** Write 5-10 tricky or HFW words on flashcards, then hide around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it.

Apply

- **Mini Whiteboard Work:** Dictate each word one by one and ask the children to hold up their whiteboards after each word.
- Children can also use the worksheet.

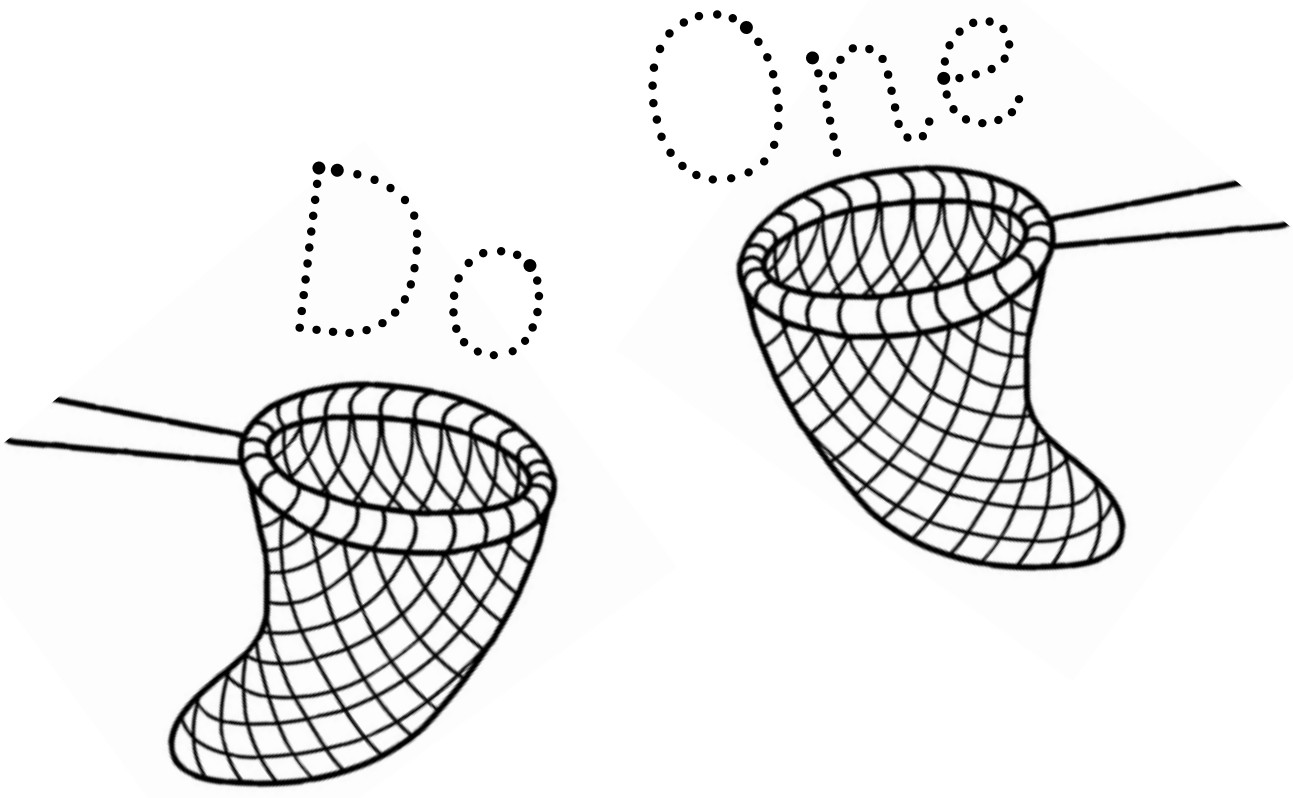
 © 2021

Trawling for Tricky Words

We are going to be catching some tricky words today! Complete these phrases using the tricky word choices in the nets. Make sure to trace the tricky words first!

____ of them has glue.

____ you like music?



Assessment Week

Introduce

⚓ Objective: *"Today we will be reviewing all we have learned together!"*

Revisit

Play one of the following review games each day: Quickdash, Quickwrite, Quickdash Words, Word Breaker, Tricky Word Race.

Apply

Divide children into groups and have them play these activities on different tables while you pull individual children to assess:

⚓ **Table 1 - Grapheme Spotter - Pairs:** Children read the paragraph in pairs and underline today's graphemes each time they appear, saying the sound it represents to their partner.

⚓ **Table 2 - Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word.

⚓ **Table 3 - Sound Planks:** Hand out the attached resource. Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the "planks".

⚓ **Table 4 - Caption Match:** Re-use any previous caption images (pages 33, 61, 85, 111, 131) for children to match to phrases you write on flashcards, or with blank paper for children to write their own stories that match the illustrations.

⚓ **Table 5 - Worksheets:** Copy a handful of previous worksheets for the children to review. You can pick the ones from weeks with graphemes needing review.

Assess

⚓ Call over individual children to complete the assessment sheets for Phase 5 Unit 2.

 © 2021

Table Activity 1: Grapheme Spotter

Read the paragraph in pairs and underline today's graphemes <i> and <ie> each time they appear, saying the sound it represents to your partner.

ie i

Dear Betsy,

This beach is the best!

Today I ate fried bread, drank ice cold milk, picked up shells, fished for guppies, and saw a pink sunset.

I wish you could be with me!

Love, James

Table Activity 2: Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the <ear> grapheme represents in each word.

beard

wear

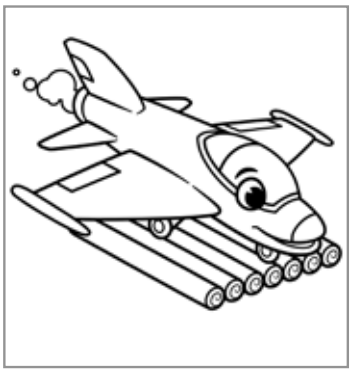
early

learn

clear

pear

search



 © 2021

Table Activity 2: Word Sort - Pairs

Work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the <i> grapheme represents in each word.

remind

link

final

blind

milk

still

silent

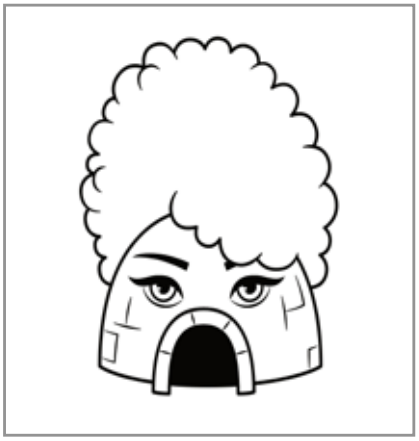


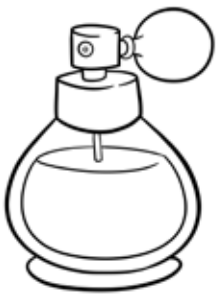
Table Activity 3: Sound Planks

To get off the boat we'll need to make a gangplank out of words! Cut out the "planks" and get the children to match each word to its image to create a chain!

perfume	
yoghurt	
family	

 © 2021

Table Activity 3: Sound Planks (continued)

flower	
moon	
silent	
watch	

Phase 5 Unit 2 Assessment

Introduction

At the end of each unit in Phase 5, you will find an assessment activity which contains everything you need in order to assess a child's phonological awareness upon completion of the unit.

These assessments do not have a standardised pass rate but are designed to be used as part of your day to day formative assessment to inform your next steps for every child. As a general indicator, a child should be able to recognise and pronounce the majority of graphemes and phonemes in the phases they have completed.

These assessments are also useful as a baseline assessment, to assess new children to your school or children that you may have concerns about.

If a child has found this assessment challenging and there are gaps in their knowledge, we recommend using our All Aboard Phonics Plus programme.

General Instructions

You will find two types of sheet for each part of the assessment:

- A sheet for you to record the performance of each child
- A sheet for the child

Stop the assessment if the child seems to find it too difficult at any point.

All these assessments are designed to be completed on a 1:1 basis in order to help you assess, record and identify areas for development for each child.

It can also be very helpful in all lessons to jot down quick notes about any problems that particular children are having or any GPCs that lots of children are struggling with. By doing this you can make sure that you can build extra support into future planning. Encourage any adults working in class to do this too.

Analysis Sheets

Write down the names of your students on the analysis sheets and then tick the graphemes that they were able to read correctly. Note down the number of errors made on the blending, segmenting, tricky word and nonsense word activities.

 © 2021

Pupil Name: _____

Teacher Assessment Sheet

Grapheme Recognition

Ask the child to tell you the sound for each grapheme on their sheet. Mark your sheet with a tick against each correctly identified grapheme.

Phase 5 Unit 2			
Grapheme	Tick if correct	Grapheme	Tick if correct
ay		ew*	
ou		oe	
ie		au	
ea		ey	
oy		i_e	
ir		o_e	
ue*		a_e	
aw		u_e*	
wh		e_e	
ph			

*You can accept long /oo/ or /yoo/.

Student Worksheet

Give this sheet to the student and ask them to go through saying the sound of each letter. Mark on the teacher assessment sheet which letters are read out correctly.

ay	ou	ie
ea	oy	ir
ue	aw	wh
ph	ew	oe

 © 2021

Student Worksheet

Give this sheet to the student and ask them to go through saying the sound of each letter. Mark on the teacher assessment sheet which letters are read out correctly.

au	ey	i_e
o_e	a_e	u_e
e_e		

Pupil Name: _____

Teacher Assessment Sheet

Blending Assessment

Ask the child to go through the student worksheet and sound out and blend the words. Mark the words on your sheet with a tick if the child can decode and blend correctly.

Words	Tick if correct	Record exactly what was said if incorrect
paper		
ball		
picnic		
wash		
sea		
gap		
pie		
shook		
snow		
blue		

 © 2021

Student Worksheet

Blending

Give this sheet to the student and ask them to say the sounds then blend the sounds together to say the whole word e.g. t-a-p tap.

paper	ball
picnic	wash
sea	gap
pie	shook
snow	blue

Pupil Name: _____

Teacher Assessment Sheet

Segmenting Assessment

Read the word out loud from this sheet and ask the child to break it down into the sounds. Mark the words with a tick if they are able to say the sounds correctly.

Words	Tick if correct	Record exactly what was said if incorrect
dawn		
chain		
year		
gas		
wild		
book		
soup		
soak		
tune		
sky		

 © 2021

Pupil Name: _____

Teacher Assessment Sheet

High Frequency Words

Ask the child to go through the student worksheet and read out the high frequency words (HFW). Mark the words on your sheet with a tick if the child can read them correctly.

High Frequency Words	Tick if correct	Record exactly what was said if incorrect
said		
know		
they		
but		
great		
says		
out		
were		
little		
them		

Student Worksheet

High Frequency Words

Give this sheet to the student and ask them to read out the words.

said	know
they	but
great	says
out	were
little	them

 © 2021

Pupil Name: _____

Teacher Assessment Sheet

Nonsense Words

Ask the child to go through the student worksheet and read out the nonsense words. Mark the words on your sheet with a tick if the child can read them correctly.

Nonsense words	Tick if correct	Record exactly what was said if incorrect
belp		
fub		
yaw		
doon		
rog		
vime		
choss		
zear		
stirt		
nase		

Student Worksheet

Nonsense Words

Give this sheet to the student and ask them to read out the words.

belp	fub
yaw	doon
rog	vime
choss	zear
stirt	nase

 © 2021

Analysis Sheet

Write down the names of your students and then tick the graphemes that they were able to read correctly. Note down the number of errors made on the blending, segmenting, tricky word and nonsense word activities.

Student Name															
ay															
ou															
ie															
ea															
oy															
ir															
ue															
aw															
wh															
ph															
ew															
oe															
au															
ey															
i_e															
o_e															
a_e															
u_e															
e_e															
Blending															
Segmenting															
HFW															
Nonsense															

Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 5 Unit 2 lesson plans. Remember to visit our website for all our printable resources.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Caption images
Procedure	Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase.

Countdown	
Objective	To develop decoding skills
Resources	Timer
Procedure	Ask the children stand in a line. Write a list of words on the board. Start the countdown timer (2-5 minutes). The first child comes to the board, and you point to a word for them to read (pick an easier word for children who are struggling more, and help when needed). Keep a tally of points for every word read correctly. Go through the line until the timer runs out. See how many points the class has earned in the time allotted. Children can pair up if confidence is low. Make a point of encouraging each child to try a different pronunciation if the first one they try doesn't work.

Grapheme Spotter - Pairs	
Objective	To recognise graphemes and their corresponding phonemes
Resources	Story handout
Procedure	Children read the paragraph handout in pairs and underline today's graphemes each time they appear, saying the sound it represents to their partner.

 © 2021

Pass the Treasure (bonus activity)	
Objective	To develop decoding skills
Resources	Box Words or phrases written on pieces of paper
Procedure	Put words or phrases in a box. Children sit in a circle and pass it around until the music stops. The child holding the box picks out a word/phrase card and decodes it.

Phrase Act	
Objective	To practise reading sentences and working on comprehension
Procedure	Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out.

Quickdash	
Objective	To practise recognising phonemes and writing down corresponding graphemes
Procedure	Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Quickdash Words	
Objective	To develop decoding skills
Procedure	Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a sound and ask the children to write it. Once they have finished they should hold the board to their chest before you count down from 3 to 1 and the children hold their boards up to show their grapheme.

Scavenger Hunt	
Objective	To develop decoding skills
Procedure	Cut out the attached image flashcards then hide around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

Sentence Sub	
Objective	To practise reading sentences and working on comprehension
Procedure	Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

Sound Dominoes	
Objective	To develop decoding skills
Resources	Sound dominoes resource
Procedure	Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the dominoes. The resource for each day is attached to the lesson plan.

 © 2021

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)!

High Frequency Word Jump	
Objective	To be able to identify high frequency words
Resources	High frequency word (HFW) flashcards
Procedure	Shuffle 5 of the HFW word flashcards together from the HFW card resource in the manual. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards (available on our website)
Procedure	Select 10-15 tricky word flashcards. Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Tricky Word Scavenger Hunt	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards (available on our website)
Procedure	Write 5-10 tricky or HFW words on flashcards, then hide around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it.

Word Breaker	
Objective	To practice segmenting and blending
Procedure	1. Pick a word and say it out loud to the class (“milk”) 2. Ask the chidlren to break it apart into its sounds (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again (“milk!”)

Word Match	
Objective	Practise decoding and blending words
Resources	Yes/No flashcards
Procedure	Using word pairs, write the first word on the board and then say “Is this the word XXXX” where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match.

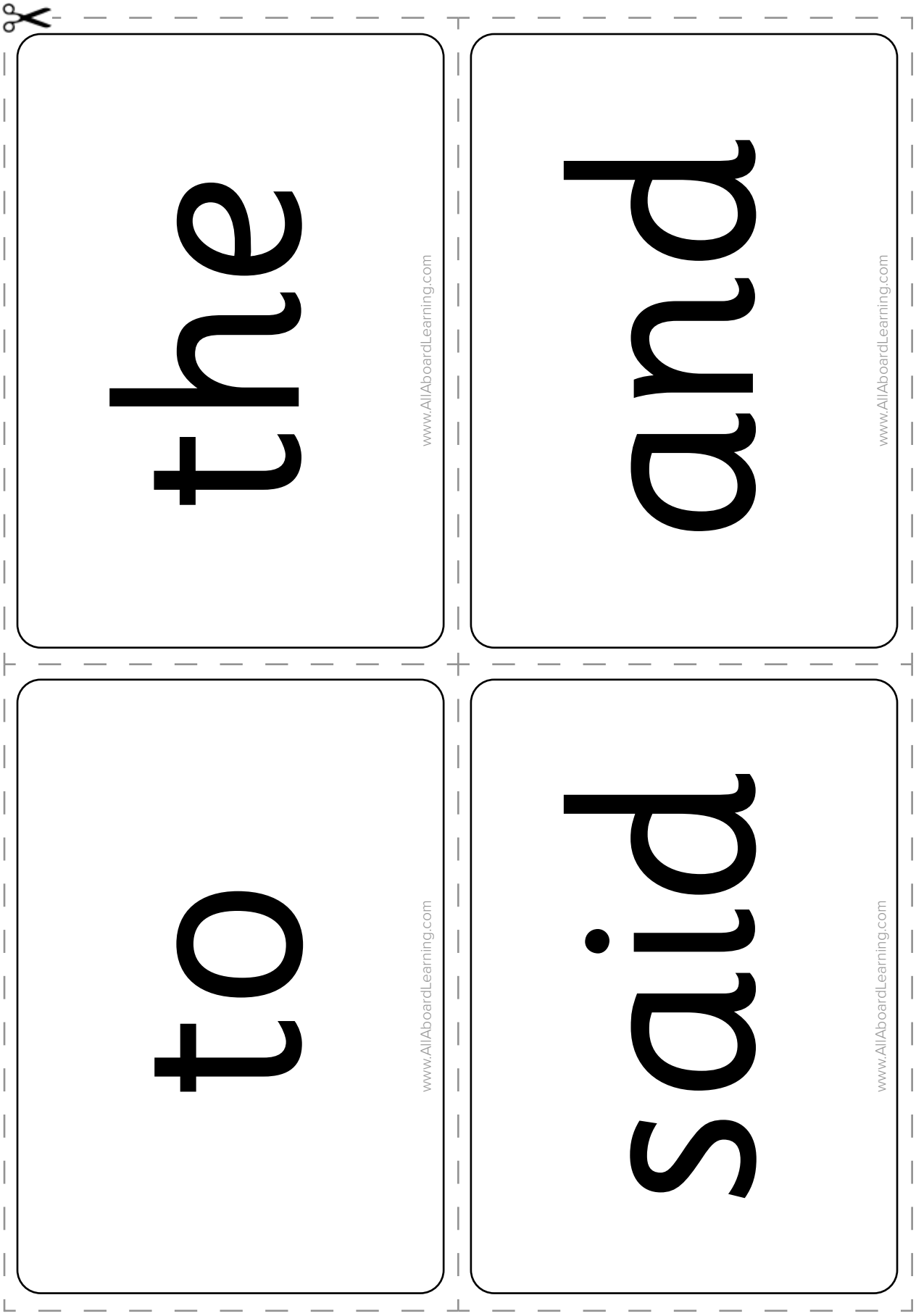
Word Sort	
Objective	To sort words by phoneme that have different spellings
Resources	Pictophone flashcards that correspond to the sounds taught each day
Procedure	Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column.

 © 2021

Word Sort - Pairs	
Objective	To practice sound onset or identify sounds within words
Resources	Handout
Procedure	Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the grapheme represents in each word.

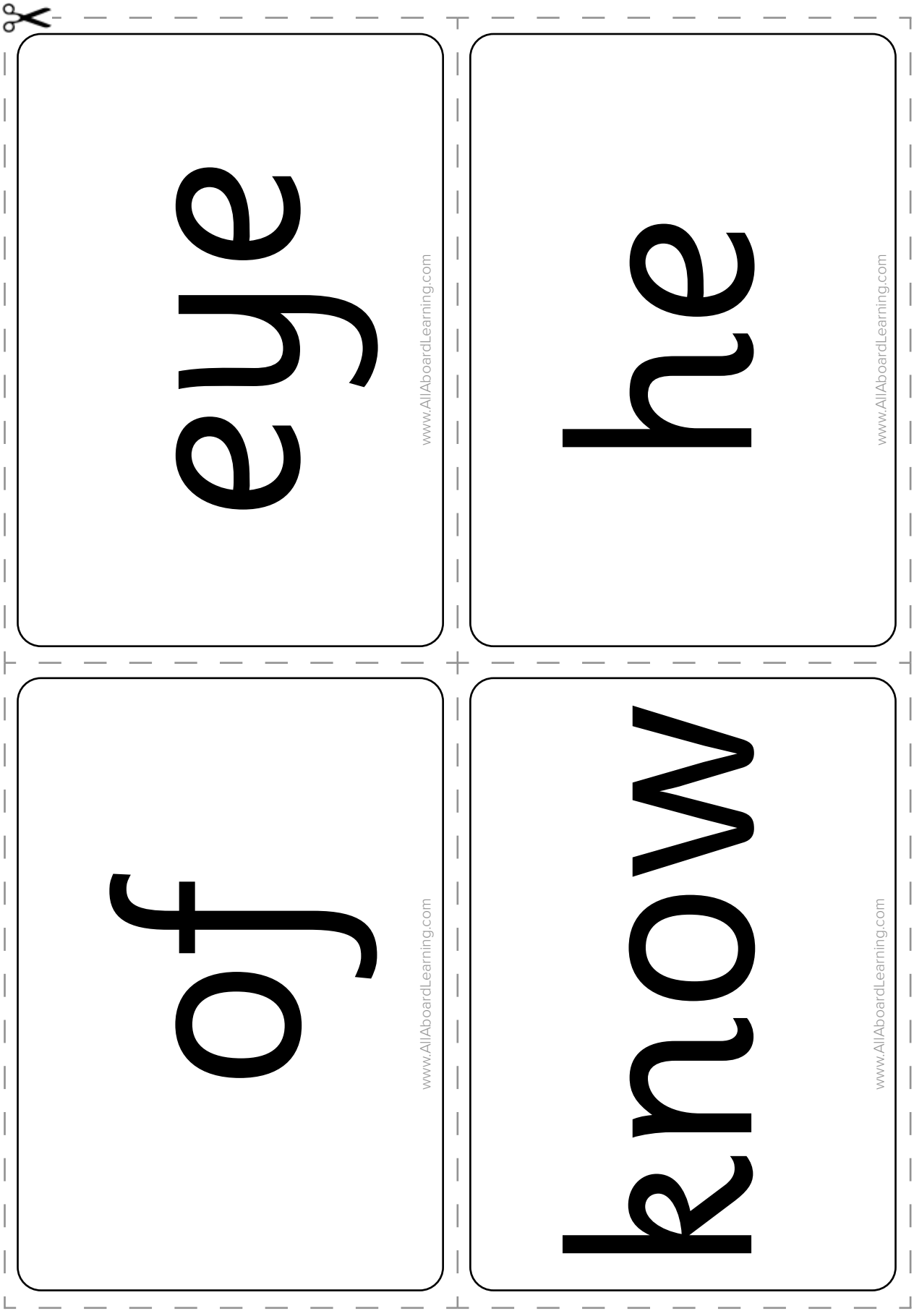
Yes/No	
Objective	To practise reading phrases
Procedure	1. Give children flashcards which say YES or NO (with tick mark or cross also shown). 2. Have them decode the phrases you write on the board, then hold up the flashcards with the right answer!

High Frequency Words

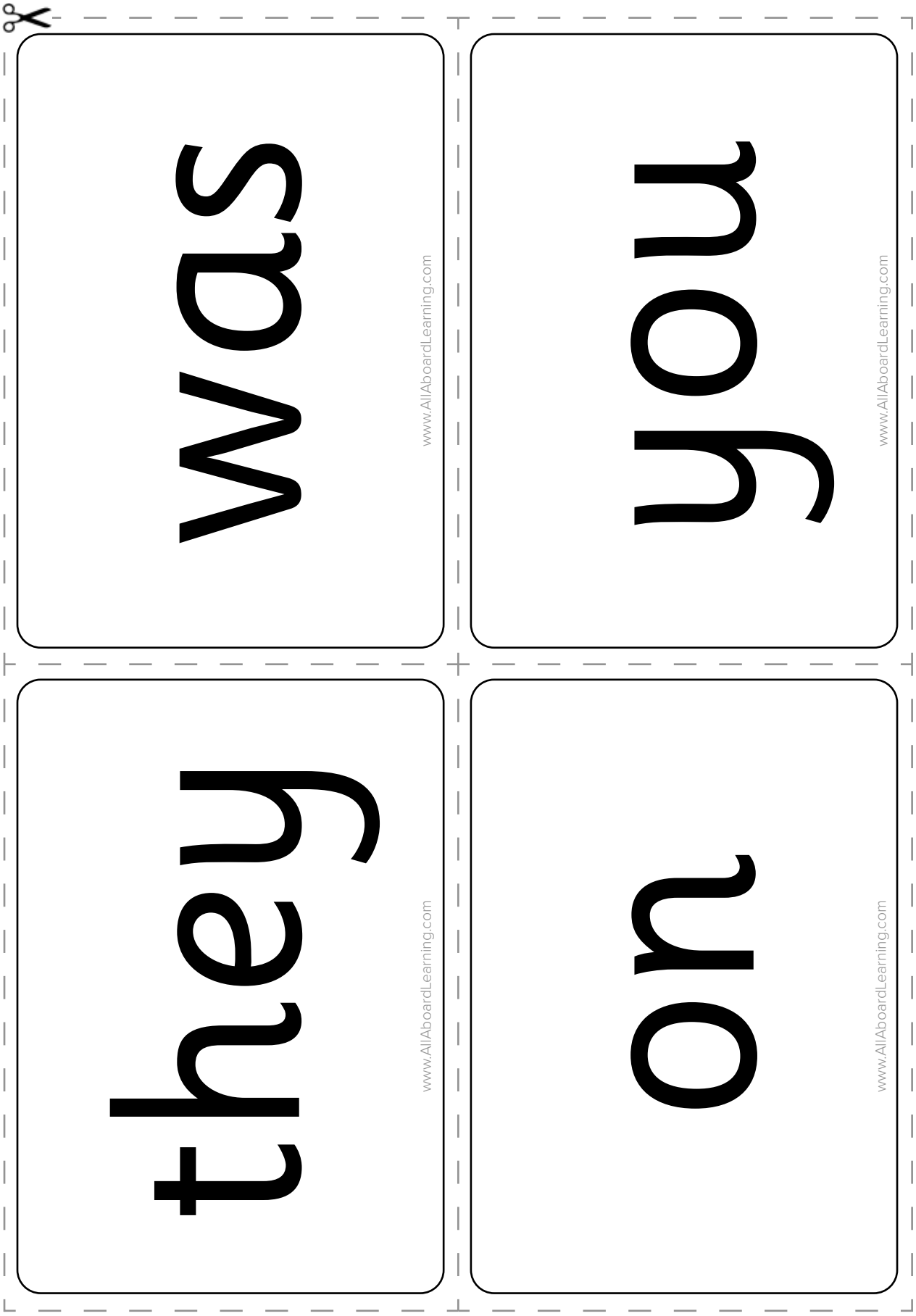


 © 2021

High Frequency Words

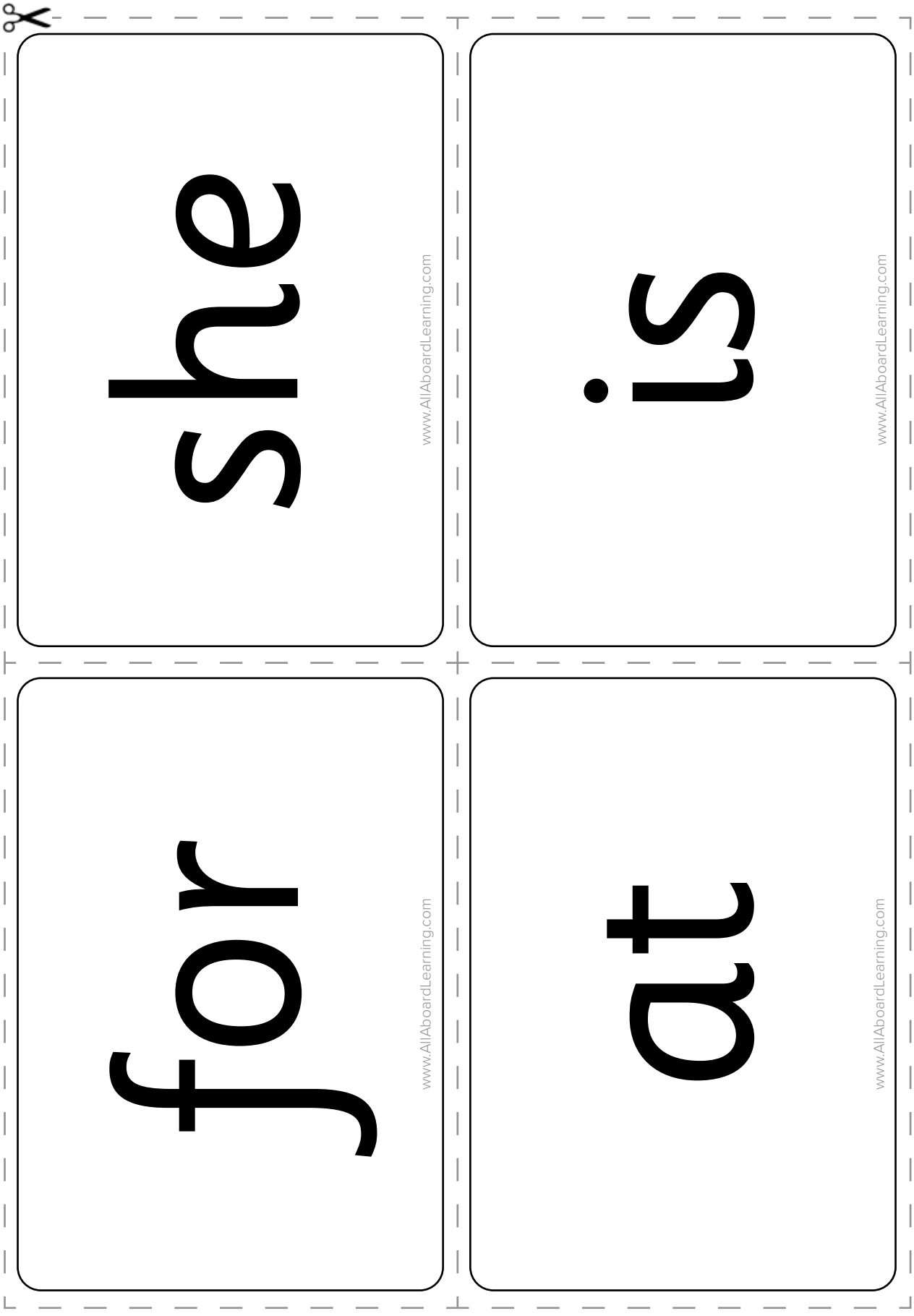


High Frequency Words

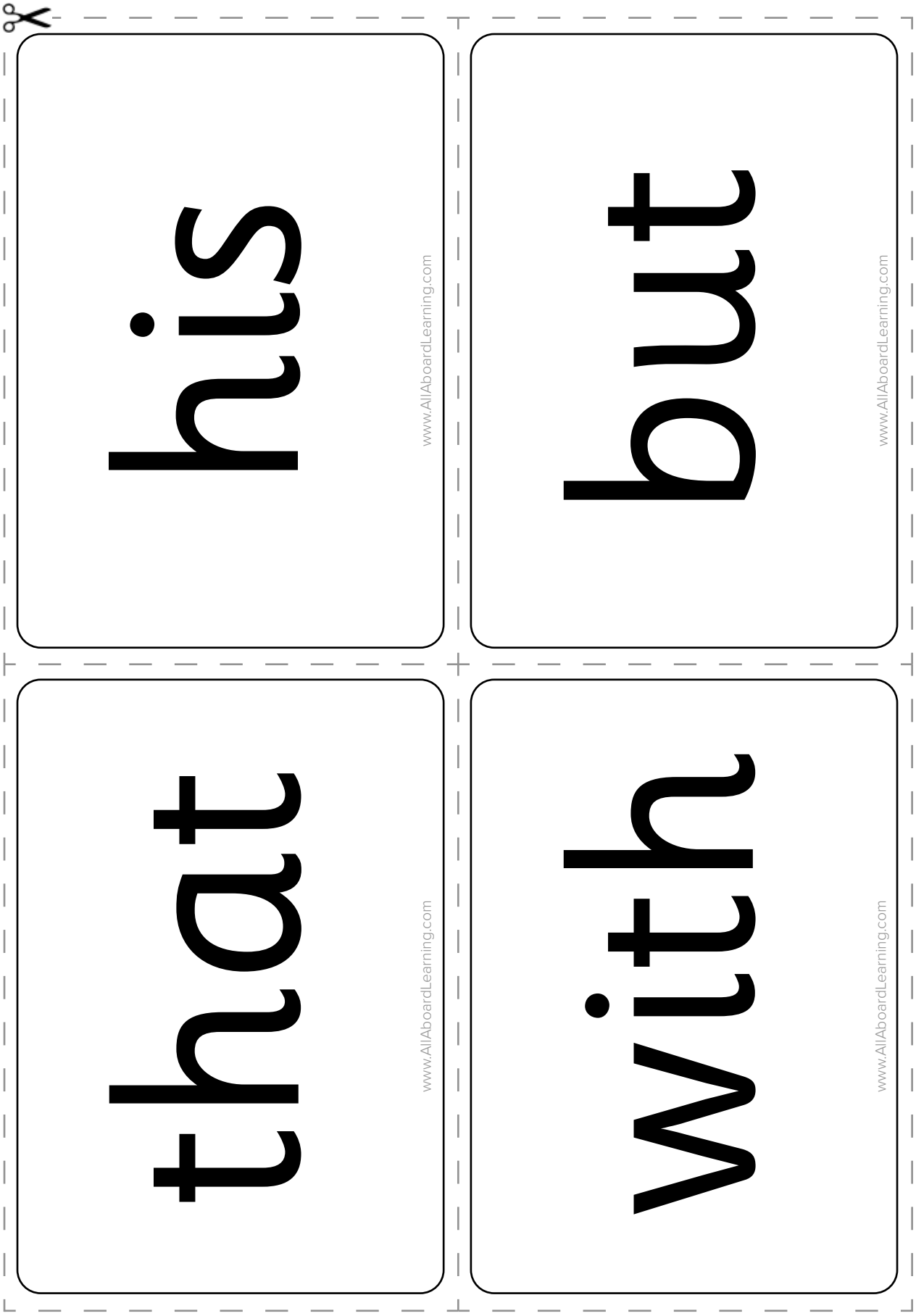


 © 2021

High Frequency Words

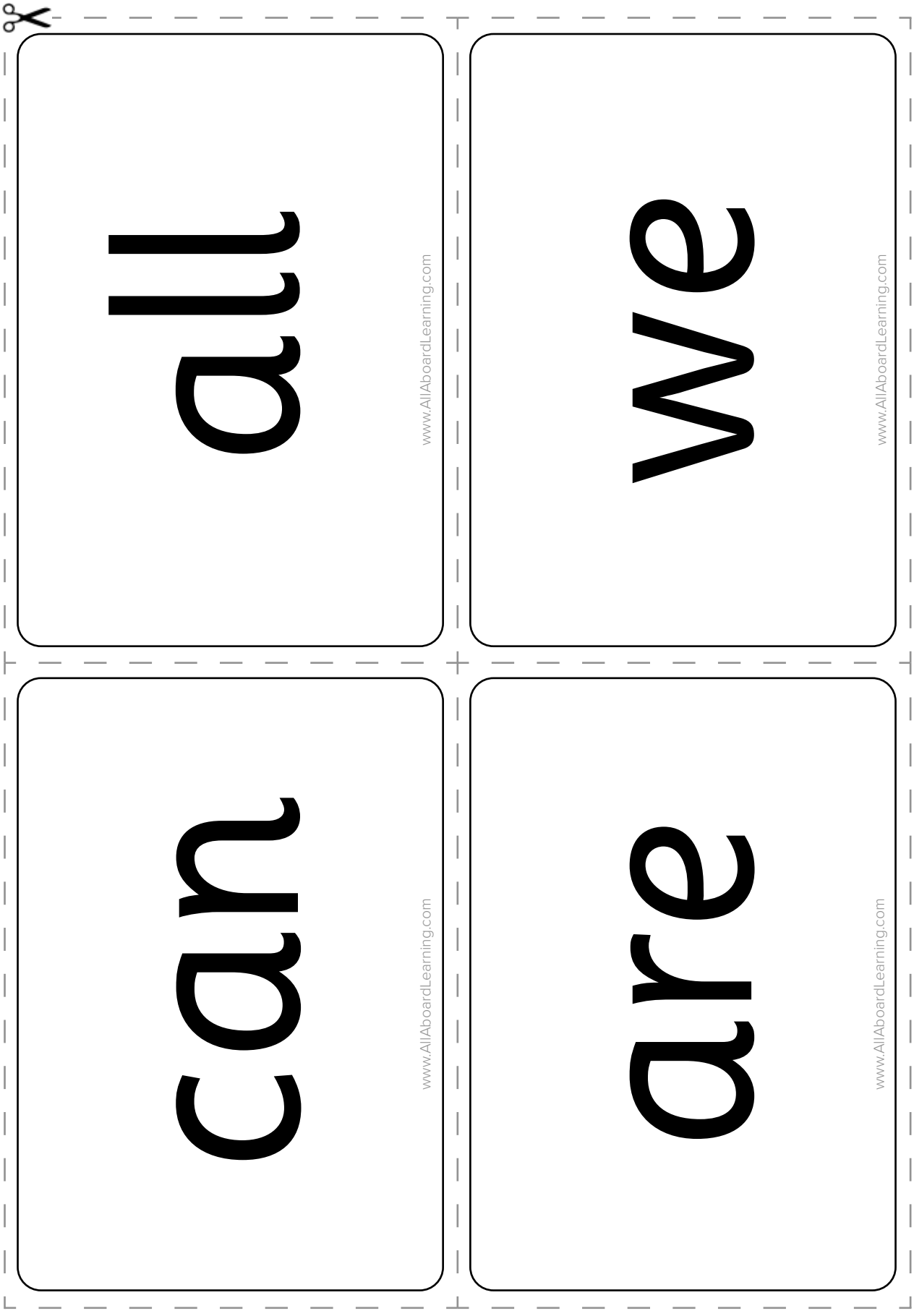


High Frequency Words

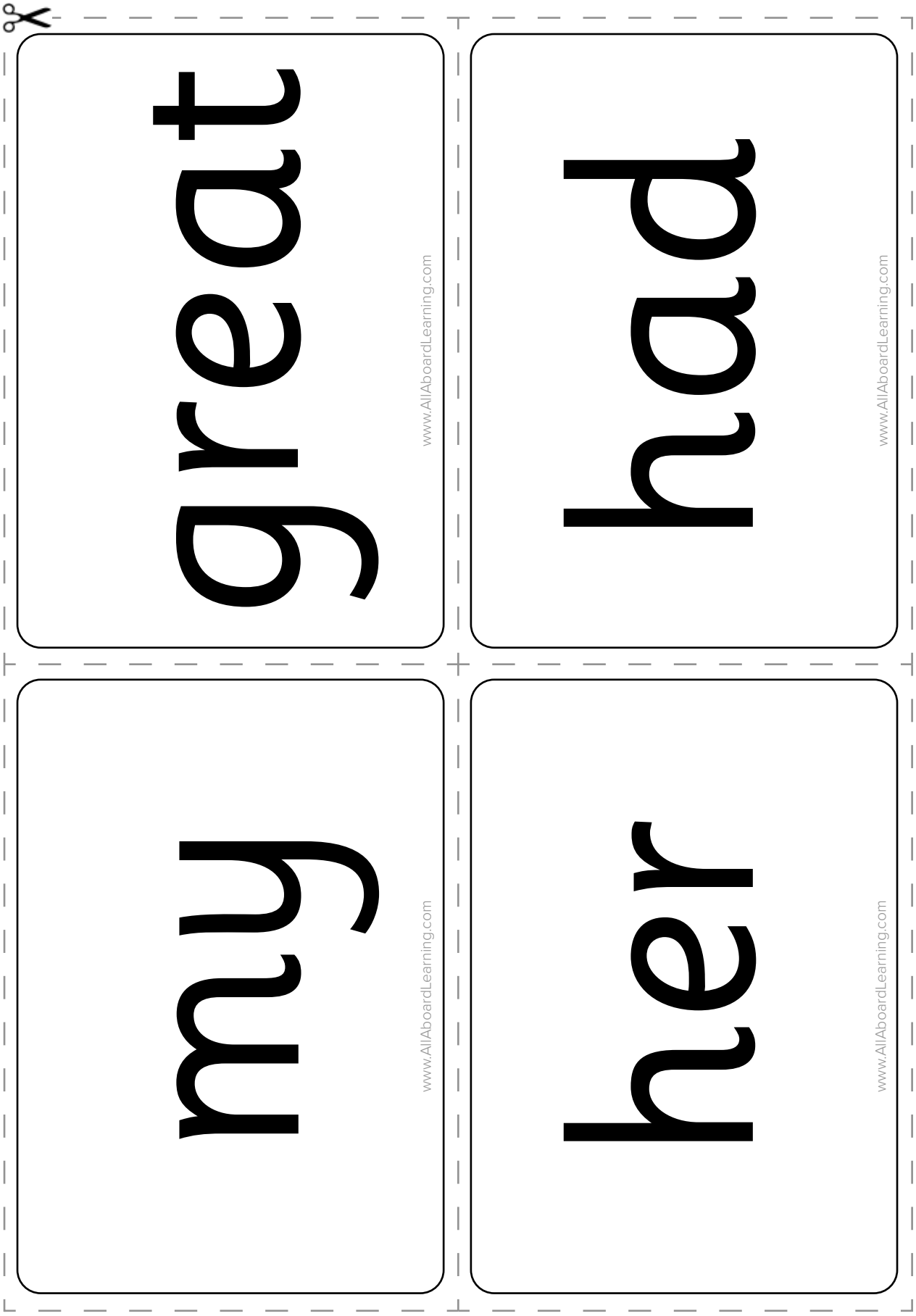


 © 2021

High Frequency Words

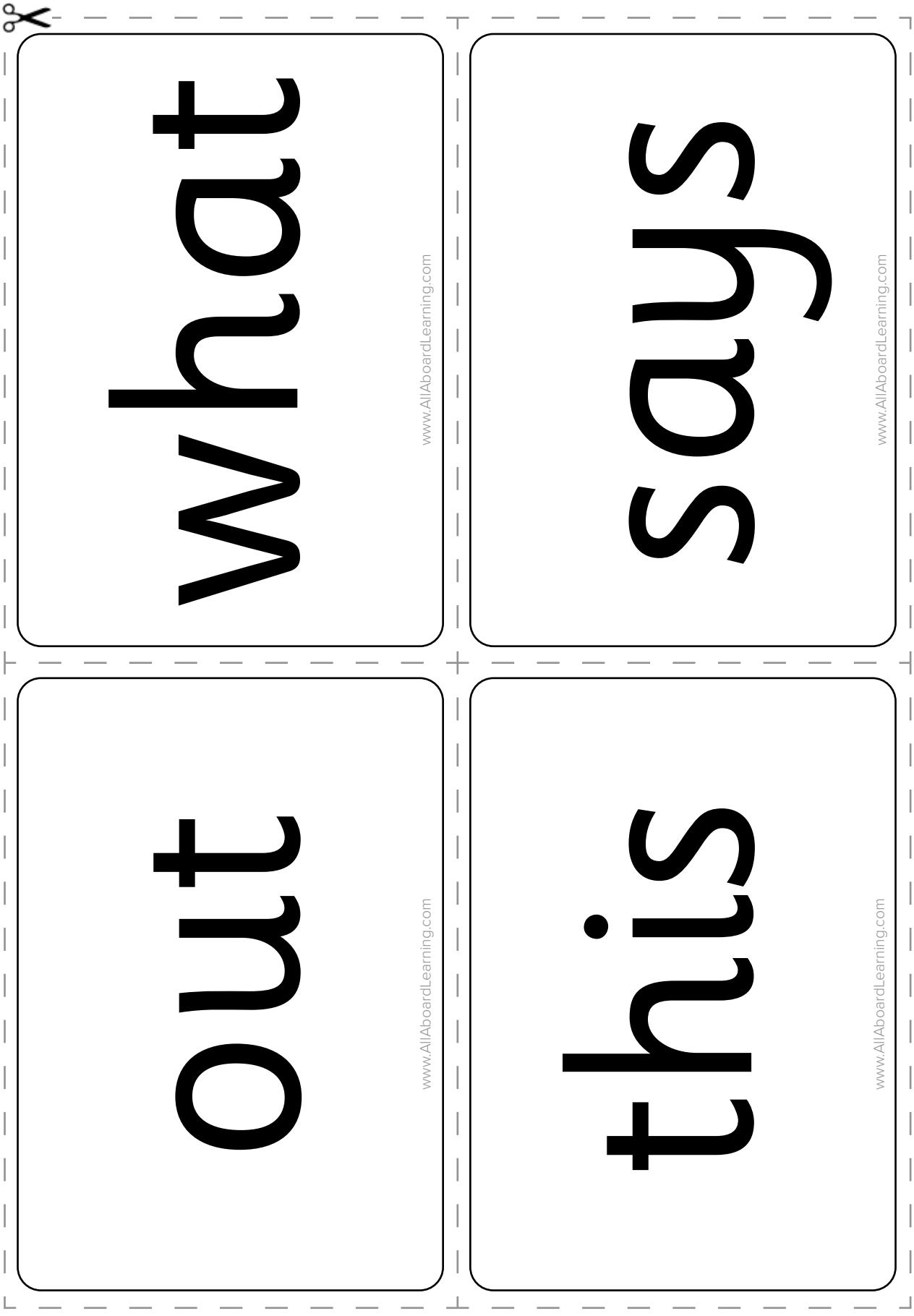


High Frequency Words

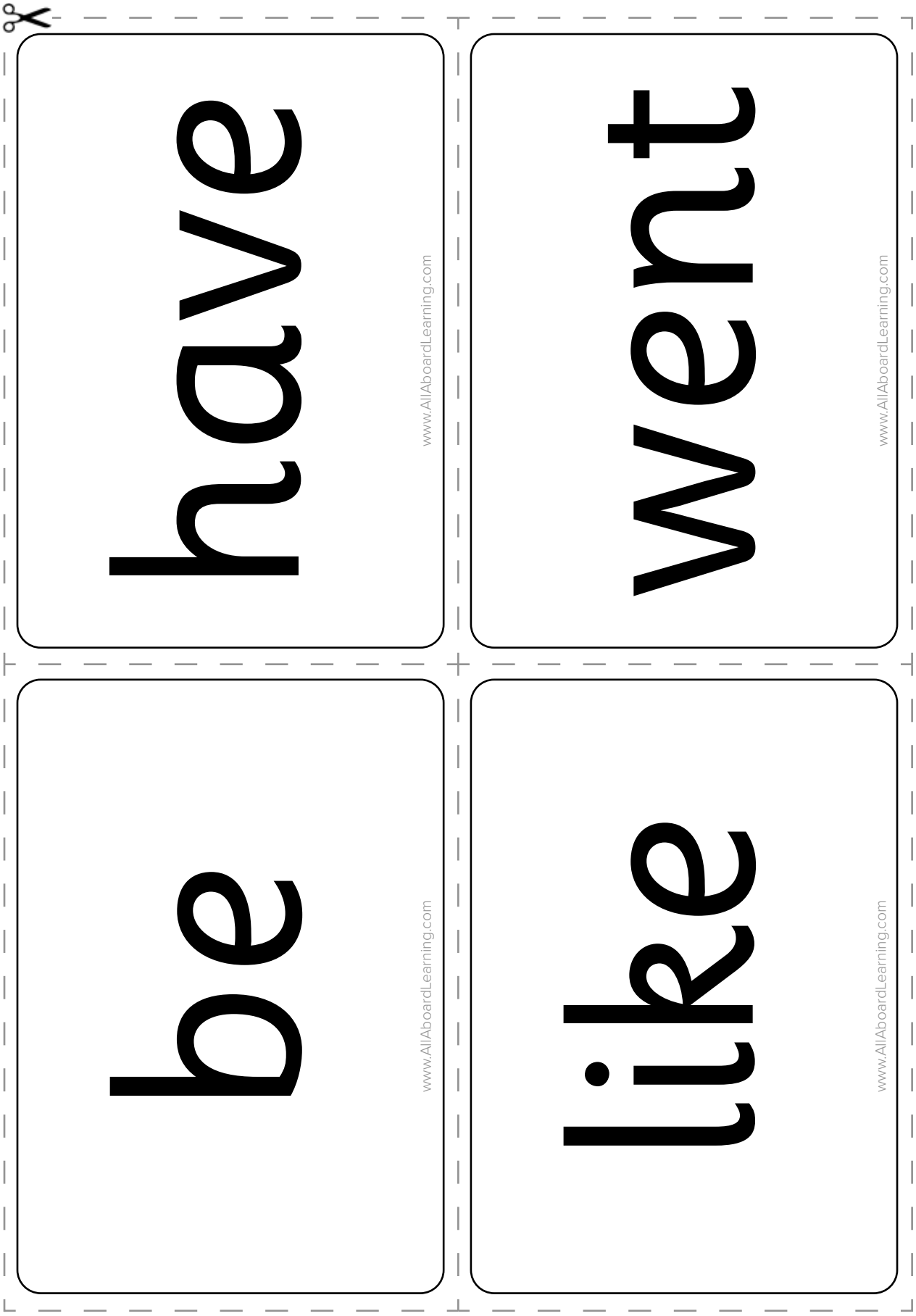


 © 2021

High Frequency Words

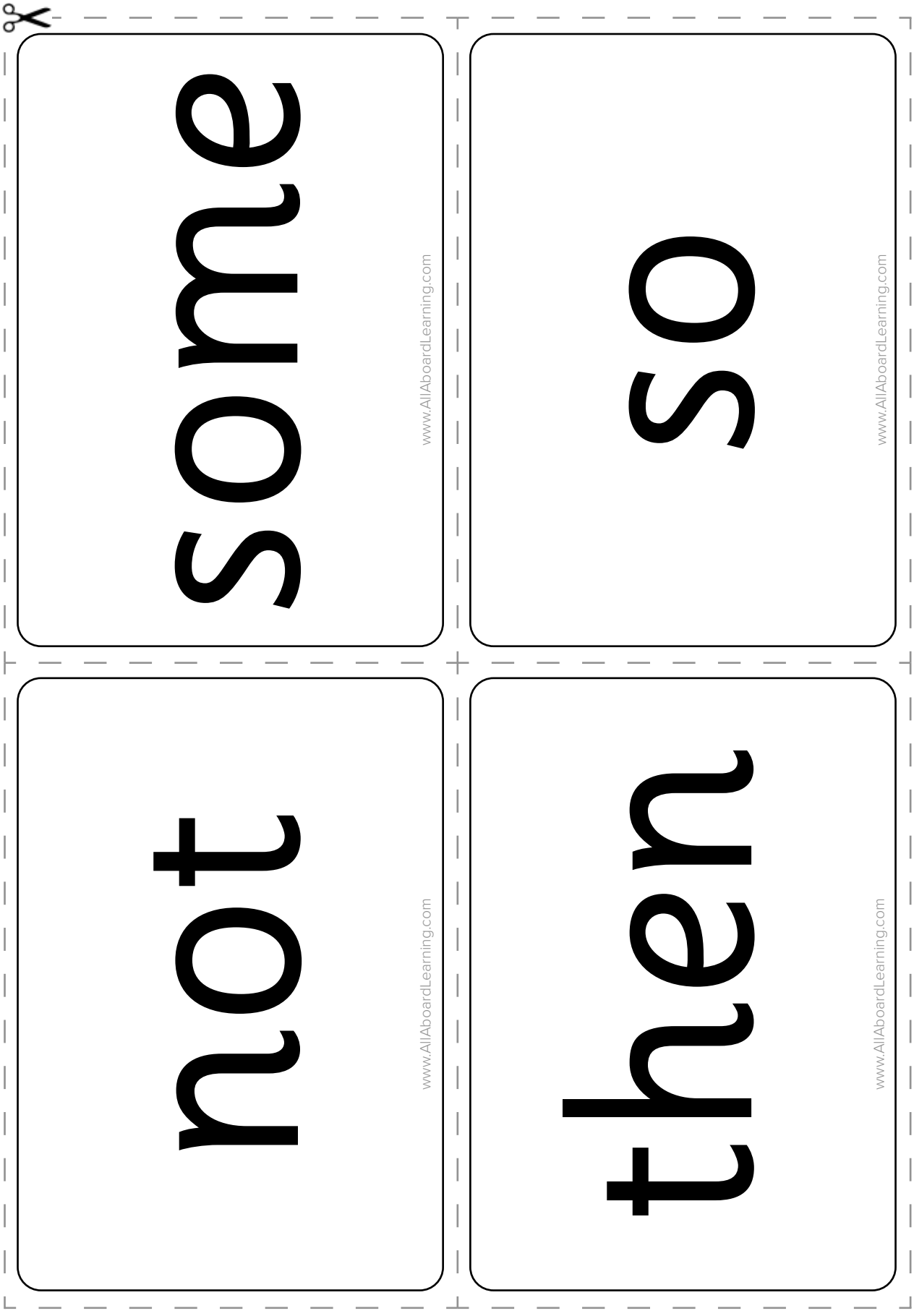


High Frequency Words

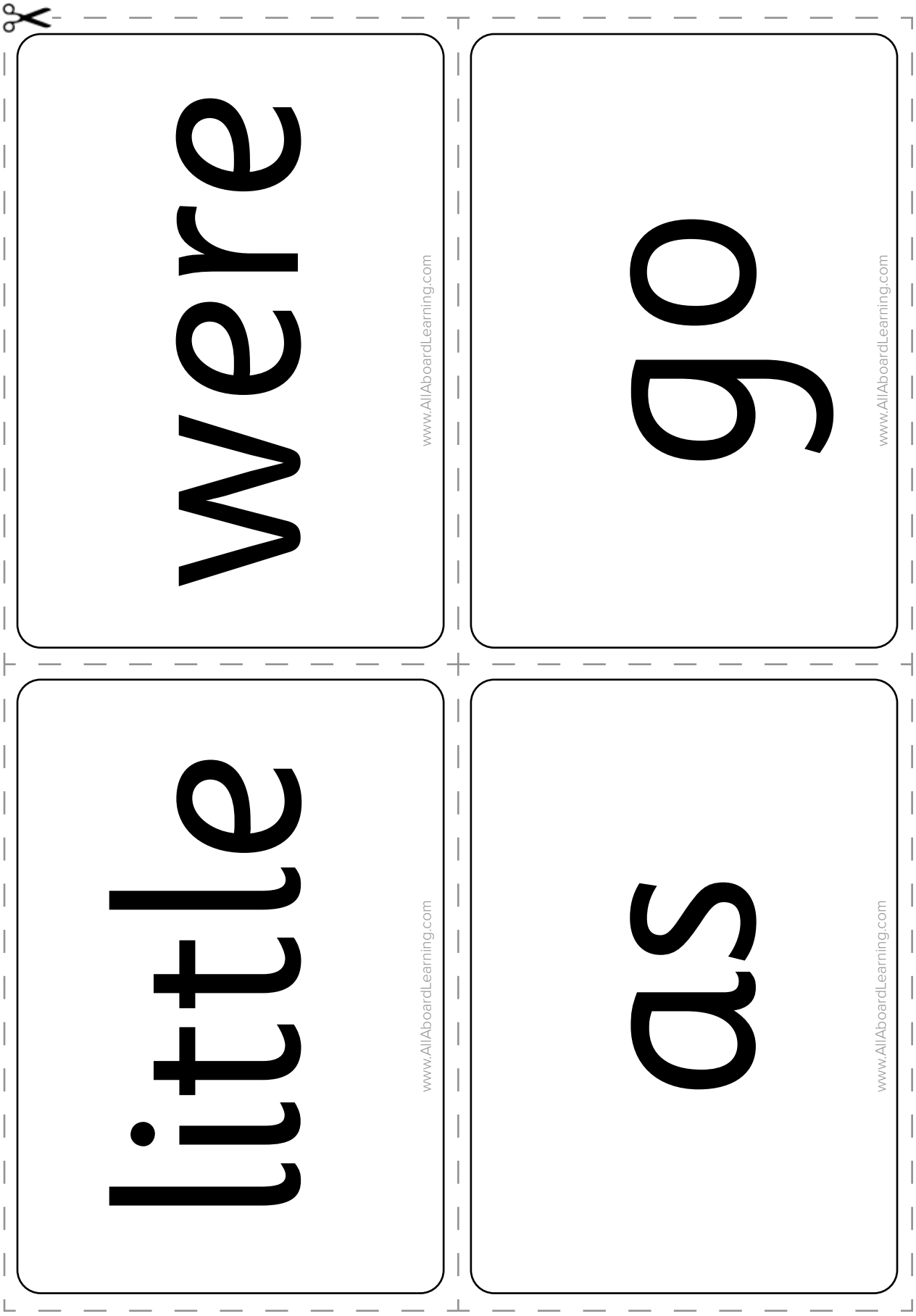


 © 2021

High Frequency Words

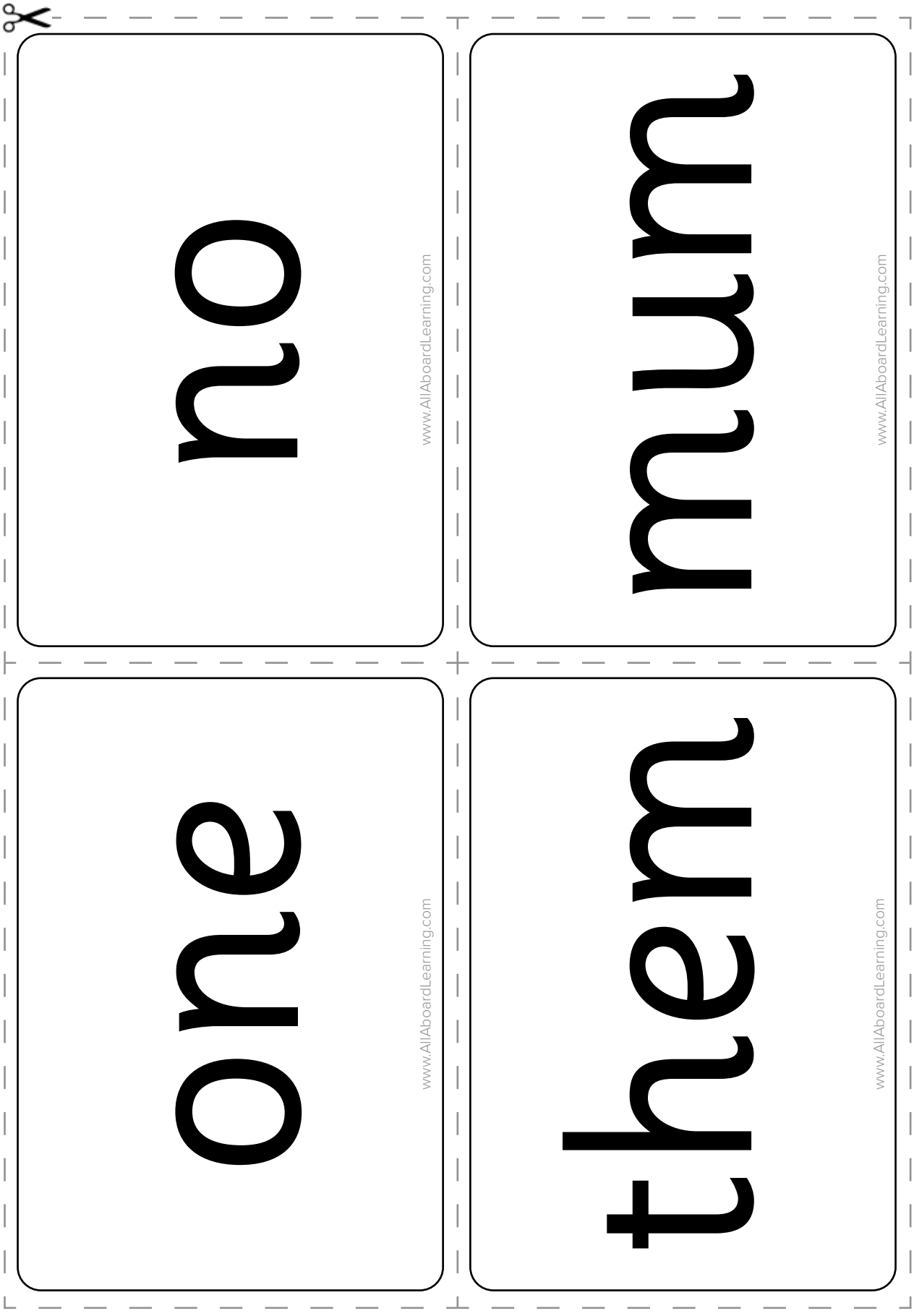


High Frequency Words

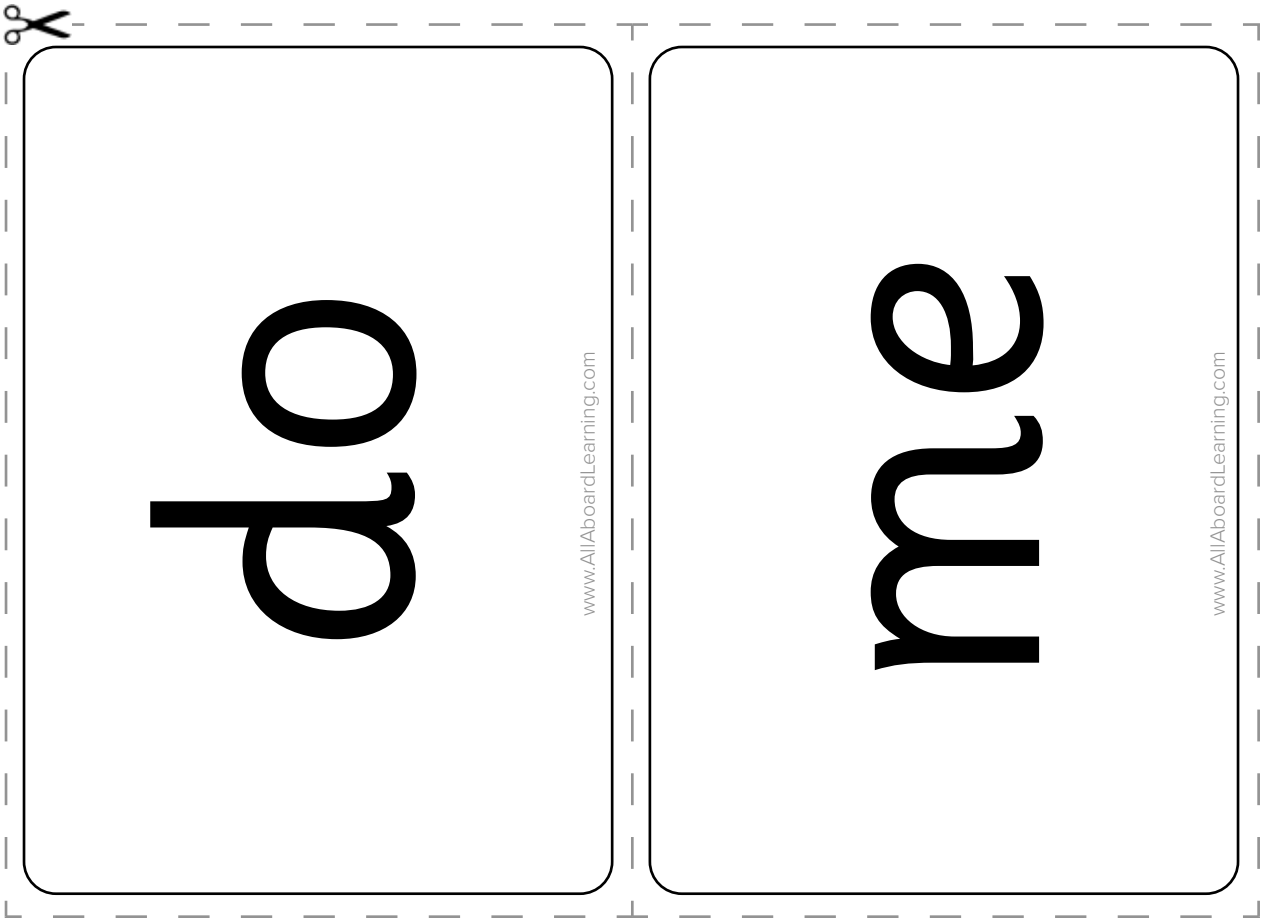


 © 2021

High Frequency Words

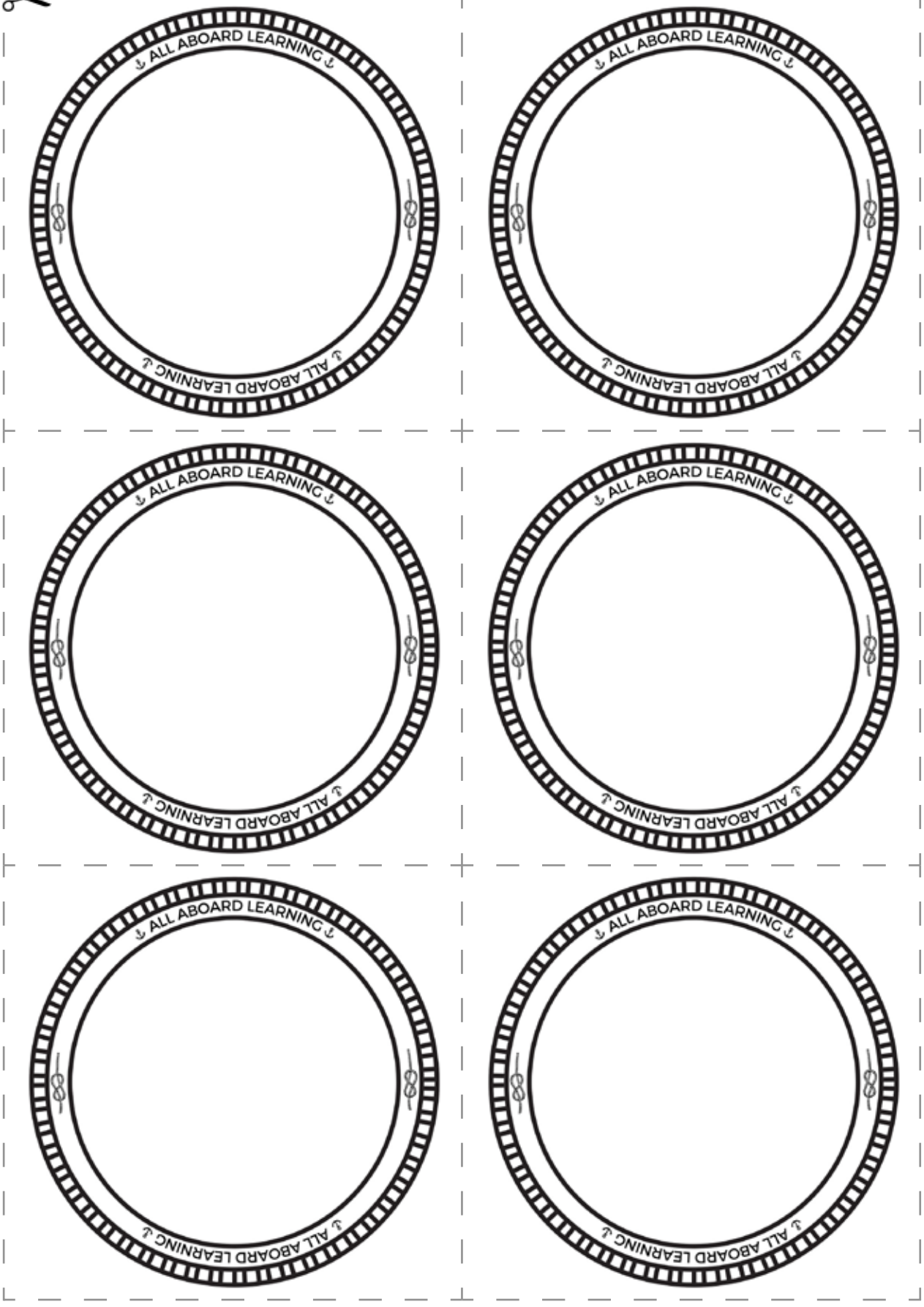


High Frequency Words

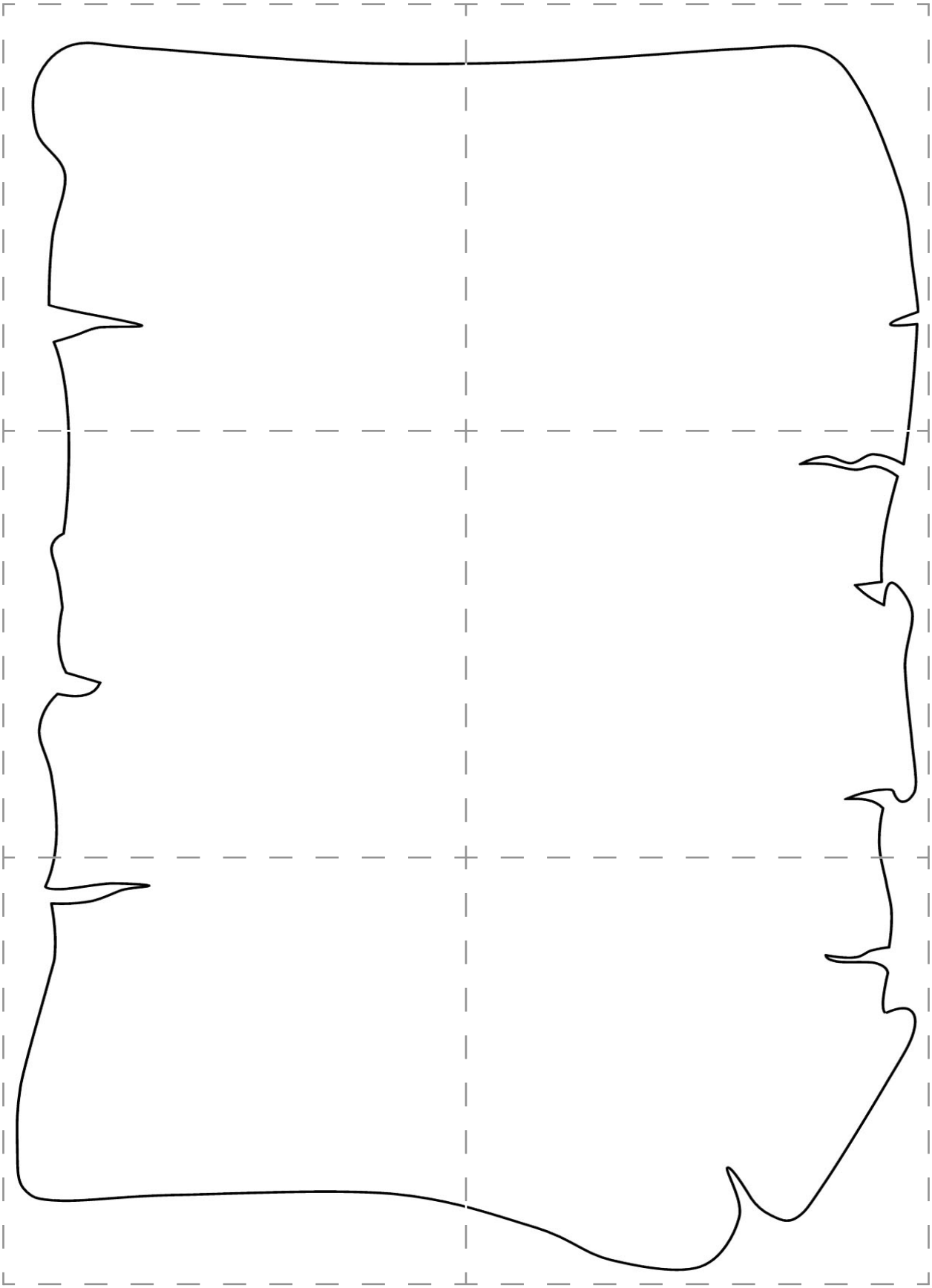


 © 2021

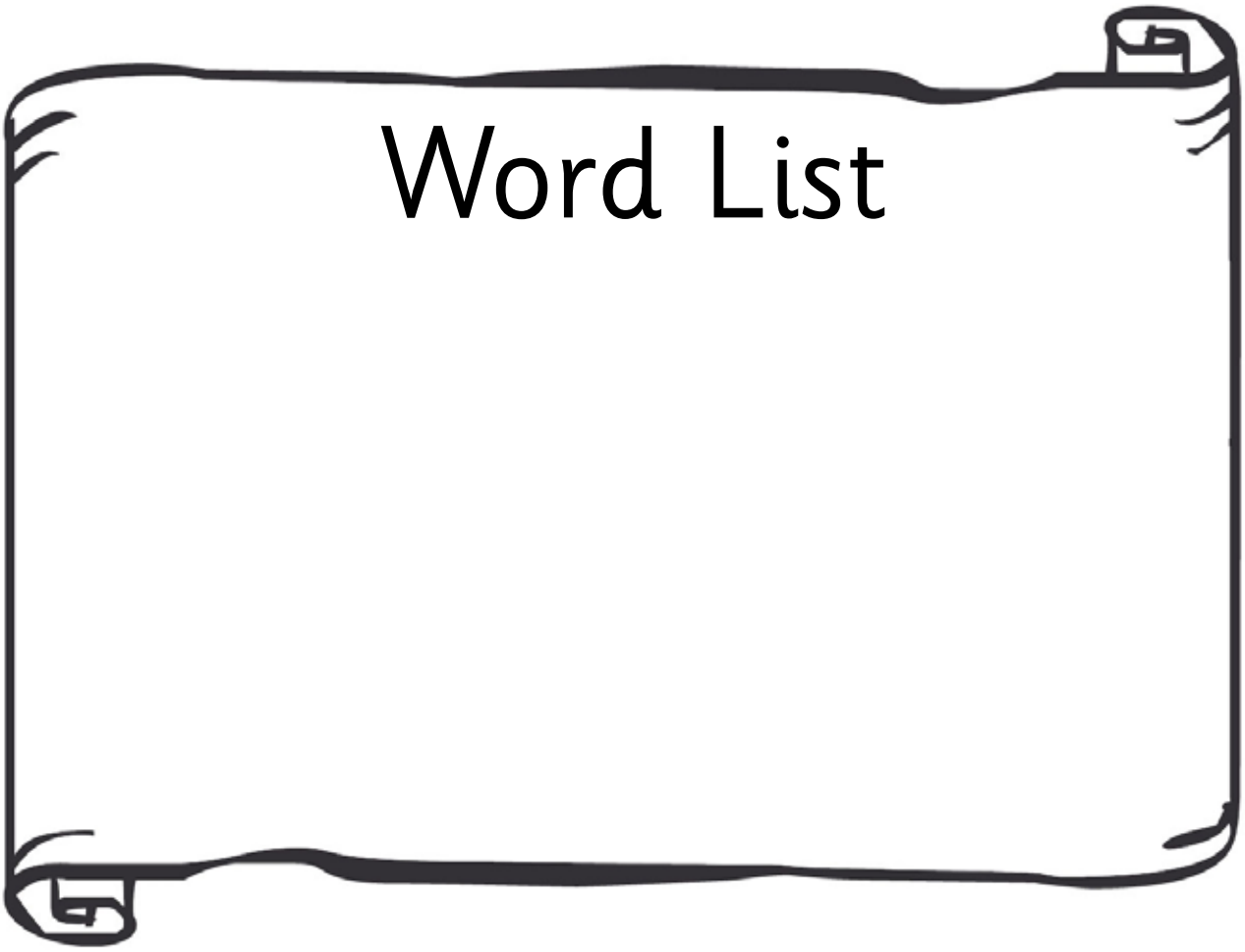
Spot the Fake Coins

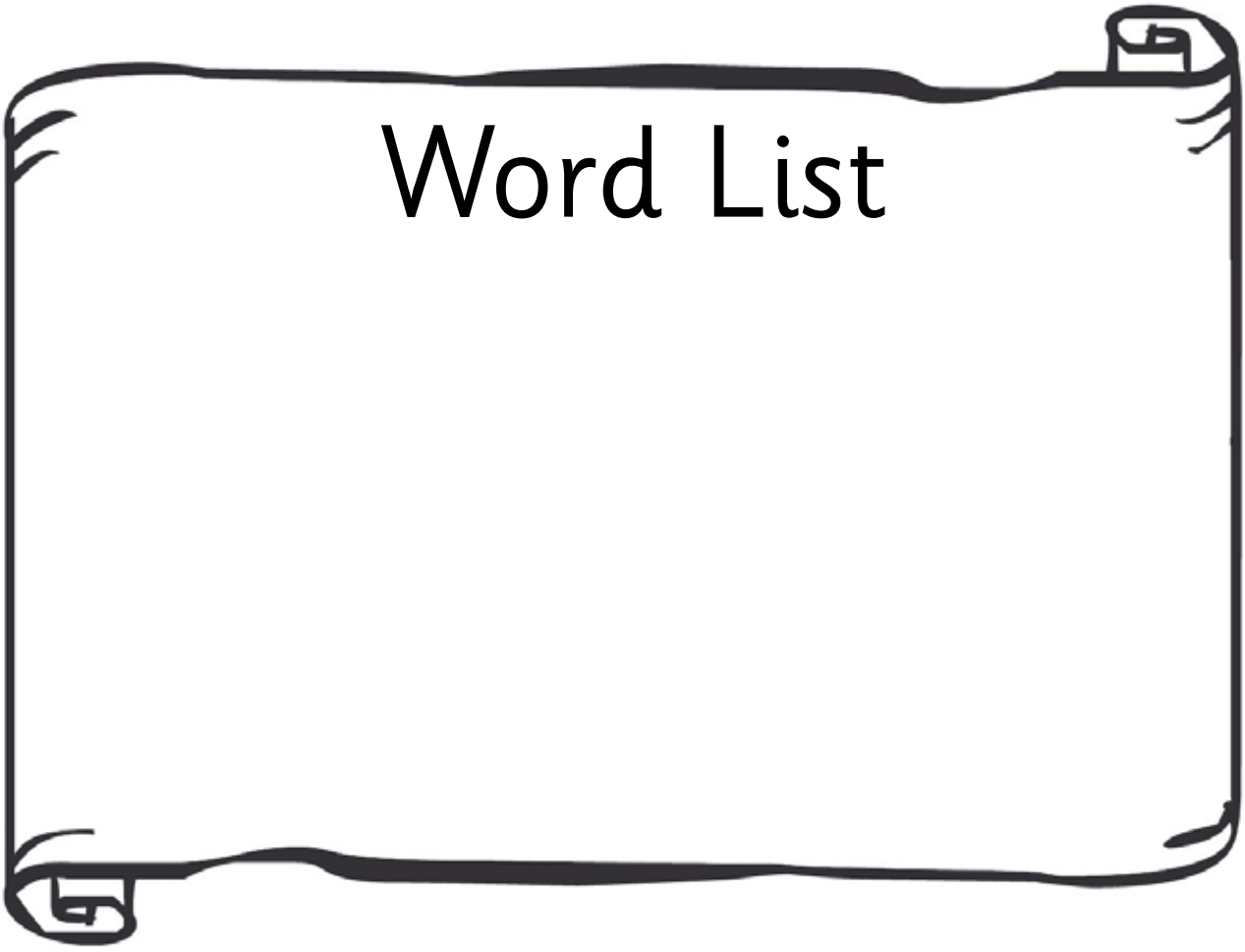


Scavenger Hunt Flashcards



 © 2021


Word List


Word List

 © 2021

no
x

A Guide for Parents on Daily Reading Practice

Dear Parent/Guardian,

Supporting your child with their reading development can be challenging, especially when you lead a busy life, have other children to look after and work to complete!

These tips will help you to see the best possible reading progress for your child.

For many children who struggle, the act of reading becomes such a cycle of failure and stress that they can't even try at all. It's easy to become frustrated, as a parent, too. You must lower the stress level before any reading practice can become effective.

Tips for Reading Success

1. Short, Regular Lessons

- Keep reading practice sessions to no more than 10-15 minutes for better focus.
- Do reading practice every day as this makes it easier to build momentum and confidence.
- Always stop if frustration starts to rise. It is vital to reduce stress.
- Try a morning reading routine if your child finds it hard later in the day.

2. Affirm Frequently

- Give an affirmation ("yep", "good", "well done") every time your child gets something right or at least every 5 seconds.
- Avoid saying "no", and instead say something gentler like "Almost... let's have another look."
- Follow the Rule of 5: For every correction or criticism, you have to say 5 positive things. This avoids the association between the helper's voice and "oh no, I got it wrong!"

3. Help With Any Difficulties

- When your child has trouble with a word, avoid leaving them to struggle through it alone, as this can lead to stress and affect their confidence.
- Walk through the difficult words as a team and then move on, so that more time is spent on reading easier words successfully.

© 2021

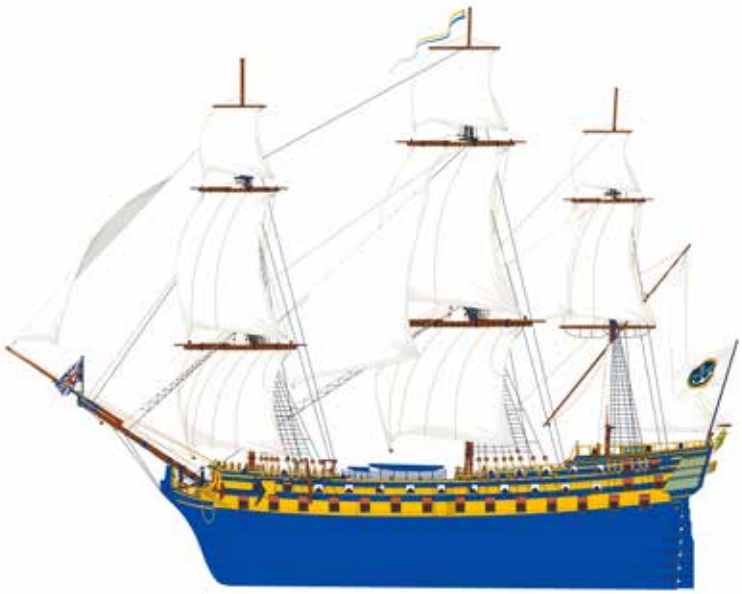
Glossary

Alliteration	When a phrase contains words beginning with the same onset sound e.g. “Betty bought a bit of butter”, “Sally Smith”.
Allophone	Phonemes get pronounced in subtly different ways, depending on factors like the position in the word and surrounding phonemes. These different versions are called the allophones of a single phoneme. For example, in most British dialects, the phoneme /l/ is pronounced in different ways depending on the phoneme’s position in the word. When at the beginning of the word, it’s pronounced with the tongue just behind the front teeth (think “love”). On the other hand, when the /l/ is not an onset sound, as in “bottle”, it’s articulated with the tongue further back in the mouth. Each of these versions is an allophone of the /l/ phoneme, because we still perceive them both as the /l/ sound, despite their differences.
Blending	The process of putting the sounds together to form the word, after sounding out a word. For example, a child might sound out /t/... /o/... /p/..., and then blend the sounds together to say “top”.
CVC	This initialism stands for consonant - vowel - consonant, which forms the structure of a word e.g. s-a-t is a CVC word. You will also see variations of this initialism, such as CVCC (e.g. hunt) and CCVC (e.g. slip).
Decoding	Reading words by working out the phonemes relating to each grapheme and blending those together. Sounding out + blending = decoding. With time and practice, decoding begins to happen in the subconscious and no longer involves consciously sounding out and blending. The brain starts to do it for you automatically.
Digraph	A grapheme containing two letters that represents just one sound (phoneme), e.g. <ch>, <ai>.
GPC (Grapheme Phoneme Correspondence)	The fact of a particular grapheme being able to represent a particular sound. GPCs are not unique links for each grapheme and phoneme. For instance, there is a GPC between the grapheme <ow> and the phoneme /ow/ (as in “cow”). There is also another GPC between the same grapheme <ow> and the phoneme /oa/ (as in “low”).
Grapheme	A written representation of a phoneme. Graphemes can be made up from 1 letter or 2-4 letters. For example, in “thought”, the graphemes are <th>, <ough>, and <t>.

Letter Name	The name commonly used when referring to letter shapes and sung when singing the alphabet.
Oral Blending	This involves hearing phonemes and being able to merge them together to say a word. Children need to develop this skill before they will be able to blend the sounds of written words silently.
Oral Segmenting	The act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them. For example, a child could hear the word “dog” and they would then break it down into “/d/ /o/ /g/”.
Phoneme	The smallest unit of sound in a word. There are 44 phonemes in the English language. Phonemes can be put together to make words. For example, the word “cat” is made up of the phonemes /c/, /a/, /t/.
Phonemic Awareness	The ability to hear, identify and manipulate individual sounds in spoken words.
Pictophone	A distinctive visual character representing a sound of the English language which can be used as an aid in reading practice. For example, the Astronaut Being Taught is used to represent the short /a/ sound, as in “cat”. This is a term unique to All Aboard Phonics.
Segmenting (for spelling)	Segmentation for spelling is a combination of oral segmenting and letter recall. In the early stages of spelling development, one must first orally segment the word into its sounds, and then recall the letters which represent those sounds, and write them down.
SSP (Systematic Synthetic Phonics)	A method that teaches phonemes then the blending of those phonemes to say words. The phonemes are taught in a sequence following a set of phases, hence the term “systematic”.
Tricky Words	Frequently used words that cannot be decoded easily because they have unusual GPCs, such as “the”.
Trigraph	A grapheme containing three letters that represents just one sound (phoneme), e.g. <air>, <igh>, <tch>.

 © 2021

All Aboard Phonics
Phase 5 Unit 2 Teacher Manual Second Edition



All Aboard Phonics is a systematic synthetic phonics programme that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 5 Unit 2, the children revise the different sounds that a single grapheme can make and practise reading words and phrases by selecting the right grapheme-phoneme correspondence.

ISBN 978-1-9111510-7-4
9 781911 151074 >

www.AllAboardLearning.com

All Aboard Learning
267 Banbury Road, Oxford OX2 7HT