

## Year 1 Spring 2





	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

\*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

# Year 1 template

Days 1–4 (Phase 5)




A 2, Spr 1 and 2, Sum 2

 Revisit and review	 Teach and practise				 Practise and apply		 Read decodable books
GPCs, words, tricky words	New GPC	Oral blending	Read new words	Tricky word	Read the sentence	Spelling	Please see the Reading practice templates.
<p><b>GPCs</b></p> <ul style="list-style-type: none"> <li>Ask the children to read speedy sounds.</li> <li>Look at the children (not the cards) and assess.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>Ask the children to read speedy words.</li> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul> <p><b>Tricky words</b></p> <p>For each word:</p> <ul style="list-style-type: none"> <li>Ask the children to recall the 'tricky bit'. Take feedback.</li> <li>Ask the children to read the word.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the new GPC.</li> <li>Use the <b>copy me method</b> to practise pronunciation. Repeat.</li> <li>Show linking graphemes for the new sound – (in bold on the weekly grid).</li> <li>Show the new grapheme card.</li> <li>Ask the children to read the grapheme – hide and show. Repeat.</li> <li>Add the new grapheme card to the review pack.</li> <li>Play <b>Grapheme spotter</b> with the new GPC.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to sound-talk each word.</li> <li>Ensure the children understand the meaning of each new word.</li> </ul>	<ul style="list-style-type: none"> <li>Show each word.</li> <li>Tell the children to sound-talk each grapheme and blend the word. Point to each grapheme and then sweep.</li> <li>Read the word together.</li> <li>Use the example definitions and sentences on the weekly grid, if needed.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Show the tricky word on the card.</li> <li>Read the graphemes the children know.</li> <li>Identify the tricky grapheme – (in bold on the grid).</li> <li>Read the tricky word.</li> <li>Ask the children to read the tricky word with you.</li> <li>Ask the children to read the word independently.</li> </ul>	<ul style="list-style-type: none"> <li>Display the sentence.</li> </ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Ask the children to identify any digraphs they can see. Take feedback.</li> <li>Ask the children to identify any tricky words they can see.</li> <li>Point to the tricky words and read them together.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>Ask the children to read aloud as you point to the words.</li> <li>Read the sentence together at a steady pace.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to:               <ul style="list-style-type: none"> <li>Say the word.</li> <li>Segment it.</li> <li>Segment and count the sounds.</li> </ul> </li> </ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"> <li>Say the word and how many sounds you need to spell it.</li> <li>Write each grapheme.</li> <li>Hide the word.</li> <li>Ask the children to spell the word.</li> <li>Check the word together.</li> <li>Ask the children to check and correct their spelling.</li> <li>Repeat for the second word.</li> </ul> <p><b>Spell the tricky word</b></p> <ul style="list-style-type: none"> <li>Use the same method as above, identifying the 'tricky bit' as you spell the word.</li> </ul> <p><b>Grow the code</b></p> <ul style="list-style-type: none"> <li>Show the children the grapheme card for the day's GPC.</li> <li>Find the new grapheme on the chart and review any linking graphemes.</li> </ul>	





# Year 1 review lesson template

A 2, Spr 1 and 2, Sum 2




## Day 5 and review lessons (Phase 5)

 Revisit and review					 Practise and apply		 Read decodable books
GPCs	Sort the words	Match the words to the pictures	Quick review	Tricky words	Write the sentence	Spelling	Please see the Reading practice templates.
<ul style="list-style-type: none"> <li>Ask the children to read speedy sounds.</li> <li>Look at the children (not the cards) and assess.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the children that they are sorting the words they read by the two different graphemes.</li> <li>Ask the children to read each word.</li> <li>Ask them to sort the word by grapheme/sound.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Display the numbered pictures.</li> <li><b>For each word:</b> <ul style="list-style-type: none"> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Ask the children to read each word.</li> <li>Ask them to tell you which picture matches the word by holding up the appropriate fingers.</li> </ul> </li> <li><b>Quick review</b></li> </ul> <p>Shuffle. Ask the children to read without blending.</p>	<ul style="list-style-type: none"> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children to read the tricky words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Say the sentence.</li> <li>Use the <b>copy me method</b> to practise saying the sentence until the children are confident.</li> <li>Write the sentence. Model how you:               <ul style="list-style-type: none"> <li>use capital letters and punctuation</li> <li>segment to spell</li> <li>remember digraphs/trigraphs</li> <li>remember the 'tricky bit' of tricky words.</li> </ul> </li> <li>Hide the sentence.</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>Ask children to write the sentence.</li> <li>Check the sentence together.</li> <li>Ask the children to check and correct their spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to:               <ul style="list-style-type: none"> <li>Say the word.</li> <li>Segment it.</li> <li>Segment and count the sounds.</li> </ul> </li> </ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"> <li>Say the word and how many sounds you need to spell it.</li> <li>Write each grapheme.</li> <li>Hide the word.</li> <li>Ask the children to spell the word.</li> <li>Check the word together.</li> <li>Ask the children to check and correct their spelling.</li> <li>Repeat for the second word.</li> </ul>	

## Grow the code: New GPCs

 <b>Revisit and review</b>	 <b>Teach and practise</b>				 <b>Practise and apply</b>		 <b>Read decodable books</b>
GPCs, words, tricky words	New GPC	Oral blending	Read new words	Tricky words	Read the sentence	Spelling	Please see the Reading practice templates.
<p><b>GPCs</b></p> <ul style="list-style-type: none"> <li>Choose 8–10 Phase 5 GPCs that need practice.</li> <li>Ask the children to read the speedy sounds.</li> <li>Look at the children (not the cards) and assess.</li> </ul> <p><b>Quick review</b> Shuffle. Repeat.</p> <ul style="list-style-type: none"> <li>Ask the children to write down as many different spellings of that day's 'Grow the code' phoneme as they know.</li> <li>Take feedback.</li> <li>Show the children the 'Grow the code' GPCs – did they get them all?</li> </ul> <p><b>Words: Where in the word?</b></p> <ul style="list-style-type: none"> <li>Show each word.</li> <li>Ask the children to identify the 'Grow the code' GPCs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> <li>Review the words, discussing the spelling and location of that day's 'Grow the code' GPCs.</li> <li>Are there any patterns?</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul> <p><b>Tricky words</b> For each word:</p> <ul style="list-style-type: none"> <li>Ask the children to recall the 'tricky bit'. Take feedback.</li> <li>Ask the children to read the word.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the new GPC.</li> <li>Use the <b>copy me method</b> to practise pronunciation. Repeat.</li> <li>Show linking graphemes for the new sound – (in bold on the weekly grid).</li> <li>Show the new grapheme card.</li> <li>Ask the children to read the grapheme – hide and show. Repeat.</li> <li>Look at the 'Grow the code chart' and find the new GPCs. Discuss the relative rarity of the new GPCs compared to others.</li> <li>Add the new grapheme card to the review pack. Play <b>Grapheme spotter</b> with the new GPC.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to sound-talk each word.</li> <li>Ensure the children understand the meaning of each new word.</li> </ul>	<ul style="list-style-type: none"> <li>Show each word.</li> <li>Tell children to sound-talk each grapheme and blend the word. Point to each grapheme and then sweep.</li> <li>Read the word together.</li> <li>Use the example definitions and sentences on the weekly grid, if needed.</li> <li>Review the words, discussing the spelling and location of that day's 'Grow the code' GPCs.</li> <li>Are there any patterns? Explain that although these are rare GPCs, the words are useful.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Show the tricky word on the card.</li> <li>Read the graphemes the children know.</li> <li>Identify the tricky grapheme – (in bold on the grid).</li> <li>Read the tricky word.</li> <li>Ask the children to read the tricky word with you.</li> <li>Ask the children to read the word independently.</li> </ul>	<ul style="list-style-type: none"> <li>Display the sentence.</li> </ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Ask the children to identify any digraphs they can see. Take feedback.</li> <li>Ask the children to identify any tricky words they can see.</li> <li>Point to the tricky words and read them together.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>Ask the children to read aloud as you point to the words.</li> <li>Read the sentence together at a steady pace.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to:               <ul style="list-style-type: none"> <li>Say the word.</li> <li>Segment it.</li> <li>Segment and count the sounds.</li> </ul> </li> </ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"> <li>Say the word and how many sounds you need to spell it.</li> <li>Write each grapheme.</li> <li>Hide the word.</li> <li>Ask children to spell the word.</li> <li>Check the word together.</li> <li>Ask the children to check and correct their spelling.</li> <li>Repeat for the second word.</li> </ul> <p><b>Spell the tricky word</b></p> <ul style="list-style-type: none"> <li>Use the same method as above, identifying the 'tricky bit' as you spell the word.</li> </ul> <p><b>Grow the code</b></p> <ul style="list-style-type: none"> <li>Show the children the grapheme card for the day's GPC.</li> <li>Find the new grapheme on the chart and review any linking graphemes.</li> </ul>	

## Grow the code: Review lesson

 Revisit and review						 Practise and apply		 Read decodable books
GPCs	Where in the word?	Match the words to the pictures	Best bets/Sort the word	Read longer words/Quick review	Tricky words	Read/Write the sentence	Spelling	Please see the Reading practice templates.
<p><b>GPCs</b></p> <ul style="list-style-type: none"><li>Choose 8–10 Phase 5 GPCs that need practice.</li><li>Ask the children to read speedy sounds.</li><li>Look at the children (not the cards) and assess.</li></ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"><li>Shuffle. Repeat.</li><li>Ask the children to write down as many different spellings of that day's 'Grow the code' phoneme as they know.</li><li>Take feedback.</li><li>Show the children the 'Grow the code' GPCs – did they get them all?</li></ul>	<ul style="list-style-type: none"><li>Show each word.</li><li>Ask the children to identify the 'Grow the code' GPCs.</li><li>Take feedback.</li><li>Point and sweep to indicate blending.</li><li>Chunk longer words.</li></ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"><li>Shuffle. Ask the children to read without blending.</li></ul>	<ul style="list-style-type: none"><li>Display the numbered pictures.</li><li><b>For each word:</b><ul style="list-style-type: none"><li>Ask the children to identify the digraphs. Take feedback.</li><li>Ask the children to read each word.</li><li>Ask them to tell you which picture matches the word by holding up the appropriate fingers.</li></ul></li></ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"><li>Shuffle. Ask the children to read without blending.</li></ul>	<p><b>Best bets</b></p> <ul style="list-style-type: none"><li>Display all the 'Grow the code' GPCs.</li><li>Ask the children to read the words.</li><li>Work together to sort each word under the appropriate grapheme.</li><li>Discuss which graphemes are most common and where they are located in the words.</li><li>Are there any patterns?</li></ul> <p><b>Sort the words</b></p> <ul style="list-style-type: none"><li>Tell the children that they are sorting the words they read by the two different graphemes.</li><li>Ask the children to read each word.</li><li>Ask them to sort the word by grapheme/sound.</li></ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"><li>Shuffle. Ask the children to read without blending.</li></ul>	<p><b>Read longer words</b></p> <ul style="list-style-type: none"><li>Show each word. Discuss where each syllable ends.</li><li>Ask the children to sound-talk each syllable and blend each syllable.</li><li>Then ask the children to read each syllable and blend them to read the word.</li><li>Choose a few words to read more fluently without relying on the chunking method.</li></ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"><li>Ask the children to identify the digraphs. Take feedback.</li><li>Point and sweep to indicate blending.</li><li>Chunk longer words.</li><li>Shuffle. Ask the children to read without blending.</li></ul>	<ul style="list-style-type: none"><li>Ask the children to read the tricky words.</li><li><b>Quick review</b></li><li>Shuffle. Repeat.</li></ul>	<p><b>Read</b></p> <ul style="list-style-type: none"><li>Display the sentence.</li></ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"><li>Ask the children to identify any digraphs they can see. Take feedback.</li><li>Ask the children to identify any tricky words they can see.</li><li>Point to the tricky words and read them together.</li></ul> <p><b>Read</b></p> <ul style="list-style-type: none"><li>Ask the children to read aloud as you point to the words.</li><li>Read the sentence together at a steady pace.</li></ul> <p><b>Write</b></p> <p><b>Prepare</b></p> <ul style="list-style-type: none"><li>Say the sentence.</li><li>Use the <b>copy me method</b> to practise saying the sentence until the children are confident.</li><li>Write the sentence. Model how you:<ul style="list-style-type: none"><li>use capital letters and punctuation</li><li>segment to spell</li><li>remember digraphs/trigraphs</li><li>remember the 'tricky bit' of tricky words.</li></ul></li><li>Hide the sentence.</li></ul> <p><b>Write</b></p> <ul style="list-style-type: none"><li>Ask the children to write the sentence.</li><li>Check the sentence together.</li><li>Ask the children to check and correct their spelling.</li></ul>	<ul style="list-style-type: none"><li>Use the <b>copy me method</b> to:<ul style="list-style-type: none"><li>Say the word.</li><li>Segment it.</li><li>Segment and count the sounds.</li></ul></li></ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"><li>Say the word and how many sounds you need to spell it.</li><li>Write each grapheme.</li><li>Hide the word.</li><li>Ask the children to spell the word.</li><li>Check the word together.</li><li>Ask the children to check and correct their spelling.</li><li>Repeat for the second word.</li></ul>	