



## Whickham Parochial Phonics Scheme of Work

This pack has all planning needed to teach phase 2-6 phonics. After each phase has been completed you will need to assess children to see if they can move to the next phase. The phonics files (in cupboard) have all picture prompts needed, you will need to write your own cards for reading.

<b>Phase 2</b> <b>(up to 6 weeks)</b>	<ul style="list-style-type: none"><li>* Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss</li><li>* Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</li><li>* Children to be taught to blend and read the following high frequency words alongside the set of phonemes Set 1 – a, at, as Set 2 – is, it, in, an, l Set 3 - and, on, not, into, can, no, go Set 4 – to, get, got, the, back, put, Set 5 – no, go, his, him, of, dad, mum, up</li><li>* Children to also learn the alphabet and the correlation between phoneme and letter name.</li></ul>
<b>Phase 3</b> <b>(up to 12 weeks)</b>	<ul style="list-style-type: none"><li>* Children to be taught the phase 3 phoneme in the following order alongside the written graphemes. Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last Letters and Sounds sets) - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure</li><li>* Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).</li><li>* Children to read decodable two-syllable words.</li></ul>
<b>Phase 4</b> <b>(4-6 weeks)</b>	<ul style="list-style-type: none"><li>* Children to revise and recall all Phase 2 and 3 phonemes.</li><li>* Children to read and write CCVC and CVCC words.</li><li>* Children to read and spell two-syllable words</li></ul>
<b>Phase 5</b>	<ul style="list-style-type: none"><li>* Children to be taught new graphemes for reading in the following order (Phase 5 Letters and Sounds): wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore</li><li>* Children to be taught alternative pronunciations for the following letters: i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,</li><li>* Children to be taught alternative spellings for the following phonemes: ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh</li><li>* Children to practise reading and spelling all previously taught High Frequency Words.</li><li>* Children to read and spelling polysyllabic words.</li><li>* Children to read and write sentences.</li></ul>



## Whickham Parochial Phonics Scheme of Work

### Phase 6

- \* Children to be taught past tense, past tense (irregular verbs)
- \* Children to be taught to spell polysyllabic words: animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic,
- \* Children to learn and practise writing common words: keep, last, even, before, been, must, hard, am, run, red, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most, tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, head, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog,
- \* Children to be taught a range of memory strategies for spellings.
- \* Children to learn how to use the following suffixes: -ed, -ing, -er, -est, -s/es, -ly, -y, -ness, -ment, -ful, -less, -en
- \* Children to be taught how to proof read.
- \* Children to be taught contractions using the common words – that’s, I’ve, let’s, there’s, he’s, we’re, couldn’t.
- \* Children to be taught rules for common positions of a phoneme/grapheme. e.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.
- \* Children to be taught common spelling pattern ‘W Special’; that when an ‘o’ sound follows a ‘w’ it is represented by letter ‘a’.
- \* Children to be taught common spelling pattern – that when an ‘ur’ sound comes after a ‘w’, it is usually spelt ‘or’. The exception being ‘were’.
- \* Children to be taught how to use a dictionary.
- \* Children to be taught common spelling pattern – that an ‘or’ sound before an ‘l’ is usually spelt with an ‘a’.
- \* Children to be taught difference between their and there.



## Whickham Parochial Phonics Scheme of Work

Phase 2	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week1</b> Tricky word: l	S Sounds like a snake s s s	a Ants on an apple a a a	t Tip toe like a tiger t t t	p Popping like popcorn p p p	Revise s,a,t,p At/as/tap/ pat/ sat
<b>Week2</b> Tricky word: the HFW: a, an, as, am	i Insects are itching i i i It, is, pit, tip, sip, pip	n Nice new necklace n n n an, nap, nip, pin, tan, tin, in	m Monkeys are munching m m m am, man, mat, map, Pam, Tim, Sam	d Dolls are drumming d d d pad, mad, sad, dim, dip, dad, did, Sid, Dan	Reading and writing of this weeks tricky words.
<b>Week 3</b> Tricky word: to HFW: is, it, in, at	g Girls are giggling g g g tag, gag, gig, gap, nag, pig	o Old orange octopus o o o On, not, top, got, dog,	c Castanets are clicking c c c can, cot, cop, cap, cat	k Kangaroos are kicking k k k Kid, kit, kim, ken	Reading and writing of this weeks tricky words.
<b>Week 4</b> Tricky word: no HFW: said, and, on, up	ck Sock, pack, sack, kick pick, pocket, ticket 'Not at the beginning, sometimes in the middle, usually at the end.'	e Egg in the egg cup e e e Pet, net, ten, pen, peg, get, men, neck	u Umbrellas up u u u Up, put, nut, sun, cup, mum, mud	h Helicopter's hovering h h h Had, him, hop, hat, had, hot	Reading and writing of this weeks tricky words.
<b>Week 5</b> Tricky word: go HFW: if, of, off, can	b Batting balls b b b Big, bat, bin, back, bag	r Rats are running r r r Rat, rip, rug, rim, rocket, rag, rot	f,ff Fish are flying f f f ff—Not at the beginning, sometimes in the middle, usually at the end. Huff, puff, if, fit, fin, fun,	l ll Let's lick a lollipop l l l ff—Not at the beginning, sometimes in the middle, usually at the end. Bell, doll, tell, sell, lit, lap, leg, lot, pull	Reading and writing of this weeks tricky words.
<b>Week 6</b> Tricky words: the, to, l, no, go HFW: can, dad, him	Ss Mess, pass, less, hiss, boss	s, a, t, p, i, n, m Sat, pin, sit, pat, mat Sit on a mat	d, g, o, c, k, ck, e Pen, pin, sock, tag, man, got Pat a dog	u, h, b, r, f, ff, l, ll, ss Huff, tell, hiss, dug, bell lip, put, pull	Reading and writing of this weeks tricky words.
<b>Week 7</b> Tricky words: the, to, l, no, go HFW: Mum, his, get	Recap all sounds phase 2 Cat in a hat A pup in the mud	Recap all sounds phase 2 A pin on a map Pots and pans	Recap all sounds phase 2 Dad and nan A nap in a cot	Recap all sounds phase 2 A kid in a cap. Socks on a mat Sit back to back	Reading and writing of this weeks tricky words.



## Whickham Parochial Phonics Scheme of Work

Phase 3	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week1</b>	Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck, e u r Set 5:h b f ff l ll ss Kiss, sock, full, huff, bed,	j Jelly is jiggling j j j Jet,jack,jug, jet-lag	w Worms are wiggling w w w Wet, win, wig, will	v Victor drives a van v v v Van, vet, visit, The vet met a rat	Reading and writing of HFW/ common exception words
<b>Week2</b>	x Fox in the box x x x Mix, fix, box, six, The fox had cubs	Y Yummy yoghurt y y y Yes, yell, yet, yum, yap	Z Zebra in the zoo z z z Zip, zig-zag,	Introduce the alphabet song and point to the letters as sing- ing the song.	Reading and writing of HFW/ common exception words
<b>Week 3</b>	zz Buzz, jazz, fuzz	qu Queen is quiet qu qu qu Quit, quick, quack, liquid,	ch chop, chin, chug, check, such, chip, chill, much, rich, chicken A man is rich	sh Ship, shop, shed, shell, fish, shock, cash, bash, hush, rush , push I am in such a rush	Reading and writing of HFW/ common exception words
<b>Week 4</b>	th Them, then, that, this, with, moth, thin, thick, path, bath A moth is on the path	ng Ring, rang, hang, song, wing, rung, king, long, sing, ping-pong	oi coil, soil, boil, toil, coin, joint, oil, tinfoil,	ai wait, gail, bait, rain, tail, sail, pain, fail, aim, railway	Reading and writing of HFW/ common exception words  Teach two syllable words – cobweb, weekend, boatman, zigzag,
<b>Week 5</b>	ee peel, flee, see, feel, weep, feet, meet, week, wheel, eel, Meet at six	oa coat, load, goat, road, loaf, soap, oak, toad, boat	Oo (Long sound) too, boot, zoo, hoot, root, zoom, cook, pool, school, moon	Oo (short sound) Good, foot, look, wool, hood,	Reading and writing of HFW/ common exception words
<b>Week 6</b>	ar bar, car, bark, card, hard, park, market, farmyard	or for, fork, cord, cork, sort, born, worn, fort, cornet, torn	ur fur, burn, urn, curl, turnip, turn, surf,	ow now, down, owl, cow, how, towel, bow,	Reading and writing of HFW/ common exception words



## Whickham Parochial Phonics Scheme of Work

Phase 3	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 7</b>	er  'Not at the start, sometimes in the middle, usually at the end.'  hammer, letter, ladder, summer, surfer, boxer,	igh  high, sigh, light, might, night, right, sight, tight,	ear  ear, dear, fear, hear, gear, year, near	air  air, fair, hair, pair, stair, lair	Reading and writing of HFW/common exception words
<b>Week 8</b>	ure  'Not at the start, sometimes in the middle, usually at the end.'  sure, lure, assure, insure, pure, cure, manure, mature	Practise reading a writing two-syllable words  Turnip, cowshed, tonight, sheepdog, farmyard, unzip	Once confident segmenting and blending introduce adjacent consonant blends.	j & v  jam, jill, jet, jog, Jack, van, velvet, <b>visit</b> , Kevin, vet, vat, <b>vest</b>	Reading and writing of HFW/common exception words
<b>Week 9</b>	W & X  will, win, wag, web, cobweb, wicked, mix, fix, box, taxi, vixen, exit	Y & qu  yap, yes, yet, quiz, quit, quick, quack, liquid	Z & zz  zip, buzz, jazz, zigzag, Zak, quiz, fizz, zing	Ch and sh  church, chips, chicken, ship, shell, shock, bash, rush.  She will let me feed the chickens	Reading and writing of HFW/common exception words
<b>Week 10</b>	Th & ng  thing, they, this, with, both, sing, song, ping pong, rung, rang, hang.	Ai & ee  wait, pain, aim, tail, bait, see, weep, seem, deep, meet.  Sam sees sixteen trees	Oa & oo  boat, float, soap. oak, soon, moon, pool, tool, toot,  Boats on the river	Ur & ow  burn, hurt, fur, surf, turnip, now, owl, bow, town, towel.	Reading and writing of HFW/common exception words
<b>Week 11</b>	Ar & or  card, hard, sharp, cart, for, torn, port, short.	Oi & er  coin, toil, tinfoil, joint, coil, oil, boxer, surfer, summer, letter, hammer, ladder.	lgh & air  air, fair, hair, pair, stair, lair. Plus nonsense words  The night light is bright.	Ear & ure  ear, dear, fear, hear, gear, year, near sure, lure, assure, insure, pure, cure, manure, mature  I can hear when you are near	Reading and writing of HFW/common exception words



## Whickham Parochial Phonics Scheme of Work

Phase 4	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 1</b>	<p>s a t p i n m d g o c k e u r c k h b f f l l s s</p> <p>From, spot, grip, twin, step, plan, plum, golf, tent</p>	<p>s a t p i n m d g o c k e u r c k h b f f l l s s</p> <p>Gran, swim, flag, drop, grass, wind, melt</p>	<p>s a t p i n m d g o c k e u r c k h b f f l l s s</p> <p>Nest, hunt, tell, gift, belt, lost, last, soft, kiss</p>	<p>j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r</p> <p>Chest, chair, thank, sheep, card, shelf, train</p>	Reading and writing of HFW/common exception words
<b>Week 2</b>	<p>j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r</p> <p>Boost, paint, roast, burnt, thump, shift, spoon,</p>	<p>s a t p i n m d g o c k e u r c k h b f f l l s s</p> <p>Glass, sniff, clap, bank, link, pond,</p>	<p>S a t p i n m d g o c k e u r c k h b f f l l s s</p> <p>Tuft, damp, milk, melt, sink,</p>	<p>j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r</p> <p>Steep. Fresh, tree, spoil, smell, star, brush</p>	Reading and writing of HFW/common exception words
<b>Week 3</b>	<p>j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r</p> <p>Dear, shampoo, lunchbox, helper, toast, trail,</p>	<p>j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r</p> <p>joint, sixth, think, windmill, sandwich, start</p>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p> <p>spring, crunch, crept, street, spend, blink,</p>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p> <p>Plump, stamp, blink, printer, scrunch,</p>	Reading and writing of HFW/common exception words
<b>Week 4</b>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p> <p>The man burnt the toast</p> <p>The frog swan across the pool,</p>	<p>Recap all phase 2 and 3 phonemes that need prac- tise</p> <p>The train had to stop in the fog</p> <p>Fran took a scarf as a gift to brad</p>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p> <p>It is fun to camp in a tent.</p> <p>The clown did tricks with a chimpanzee.</p>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p> <p>I must not tramp on the flow- ers.</p> <p>A drip from the tap drops in the sink</p>	Reading and writing of HFW/ common exception words
<b>Week 5</b>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p> <p>A crab crept into a crack in the rock.</p> <p>Milk is good for children's teeth.</p>	<p>Recap all phase 2 and 3 phonemes that need prac- tise</p>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p>	<p>Recap all phase 2 and 3 pho- nemes that need practise</p>	Reading and writing of HFW/ common exception words



## Whickham Parochial Phonics Scheme of Work

Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week1</b>	<p>Teach 'ay' and talk about the difference between this and 'ai' one usually comes at the end of a word.</p> <p>day, play may, say, tray, clay</p>	<p>Teach 'ou' and compare to 'ow' . 'ou' never comes at the end of a word.</p> <p>out, cloud, proud, out, about, scout</p>	<p>Teach 'ie' and compare to 'i'. I is a word on it's own, 'ie' makes the sound in other words – usually at the end.</p> <p>tie, pie, lie, die, cried, fried</p>	<p>Teach 'ea' and compare to 'ee'</p> <p>eat, sea, bead, seat, beat, read</p>	<p>Reading and writing of HFW/ common exception words</p>
<b>Week2</b>	<p>Teach 'oy' and talk about the difference between this and 'oi' where 'oy' One usually comes at the end of a word.</p> <p>boy, toy, joy, enjoy, royal, Roy</p>	<p>Teach 'ir' and compare to 'er'.</p> <p>sir, girl, bird, fir, skirt, shirt</p>	<p>Teach 'ue' and compare to 'oo'. 'ue' usually comes at the end of a word.</p> <p>clue, blue, true, glue, Sue</p>	<p>Teach 'aw' and compare to the word 'or'</p> <p>saw, law, crawl, paw, claw, lawn</p>	<p>Reading and writing of HFW/ common exception words</p>
<b>Week 3</b>	<p>Teach 'wh' and compare to 'h' .</p> <p>who, whole, whom, who-ever, whose</p>	<p>Teach 'ph' and compare to 'f'.</p> <p>dolphin, alphabet, elephant, phonics, phantom, Philip</p>	<p>Teach 'ew' and compare to 'oo'</p> <p>blew, chew, grew, drew, screw, crew</p>	<p>Teach 'oe' and talk about the word 'oh' and the letter sound 'o'. 'oe' comes at the end of a word.</p> <p>toe, hoe, Joe, woe, foe, toe</p>	<p>Reading and writing of HFW/ common exception words</p>
<b>Week 4</b>	<p>Teach 'au' and compare to 'or' and 'aw'. 'Au' never comes at the end of a word.</p> <p>Paul, haul, launch, August, author, automatic</p>	<p>Teach 'ey' and compare to 'ee' and 'ea'</p> <p>money, donkey, turkey, jockey, valley, trolley</p>	<p style="color: #FFA500;"><b>Introduce split-digraphs</b></p> <p>Teach 'a-e' and compare to 'ay' and 'ai' p135</p> <p>came, made, make, take, game, cake</p>	<p>Teach 'e-e' and compare to 'ee' and 'ea'</p> <p>Pete, compete, Steve, even, theme, extreme</p>	<p>Reading and writing of HFW/ common exception words</p>
<b>Week 5</b>	<p>Teach 'i-e' and talk about the word 'I' and the GPCs 'ie' and 'igh' p135</p> <p>like, time, slide, pine, ripe, invite</p>	<p>Teach 'o-e and compare to 'oe' and 'o'. p135</p> <p>bone, home, note, alone, stone, woke</p>	<p>Teach 'u-e' and compare to 'oo' sound p135</p> <p>June, prune, flute, rude, rule, brute</p>	<p>Teach /zh/ sound as in treasure It's the s that makes the sound.</p> <p>Treasure, television, usual, pleasure, casual</p>	<p>Reading and writing of HFW/ common exception words</p>



## Whickham Parochial Phonics Scheme of Work

Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 6</b>	<p style="color: #FFA500;"><b>Introduce alternative pronunciation</b></p> <p>Teach alternative pronunciation of 'i' (fin, find) find, mind, kind, child, wild, blind, grind, remind</p>	<p>Teach alternative pronunciation of 'i' p136</p> <p>Teach reading of polysyllabic words childish, reminded, grinding, mindmap</p>	<p>Teach alternative pronunciation of 'o' (hot, cold)</p> <p>no, open, cold, both, old, don't, go, so, don't, gold, told,</p>	<p>Teach alternative pronunciation of 'o'</p> <p>Teach reading of polysyllabic words p142 opening, golden, soldier, mostly, focusing</p>	<p>Reading and writing of HFW/common exception words</p>
<b>Week 7</b>	<p>Teach alternative pronunciation of 'c' (cat, cent)</p> <p>cell, city, acid, , success, accent, cycle, icy,</p>	<p>Teach alternative pronunciation of 'c'</p> <p>Teach polysyllabic words, ice-bucket, central, December, successful</p>	<p>Teach alternative pronunciation of 'g' (got, giant)</p> <p>gent, gem, ginger, gym, gill, gem</p>	<p>Teach alternative pronunciation of 'g'</p> <p>Teach polysyllabic words magic, danger, energy, gentle</p>	<p>Reading and writing of HFW/common exception words</p>
<b>Week 8</b>	<p>Teach alternative pronunciation of 'u' (put, unit)</p> <p>unit, human, stupid, unicorn, music, duty, union,</p>	<p>Teach alternative pronunciation of 'ow' (cow, blow)</p> <p>low, show, slow, blow, grow, snow, glow, bowl,</p>	<p>Teach alternative pronunciation of 'ow'</p> <p>Teach polysyllabic words rowing-boat, glow-worm, window-cleaner</p>	<p>Teach alternative pronunciation of 'ie' (tie, field)</p> <p>chief field, thief, yield, shield, priest, shriek, relief,</p>	<p>Reading and writing of HFW/common exception words</p>
<b>Week 9</b>	<p>Teach alternative pronunciation of 'ea' (eat, bread)</p> <p>head, dead, deaf, ready, bread,</p>	<p>Teach alternative pronunciation of 'ea'</p> <p>Teach reading of polysyllabic words</p> <p>Breakfast, feather, heaven, instead</p>	<p>Teach alternative pronunciation 'ue' and compare to the word 'you'</p> <p>cue, due, value, statue, rescue, hue, issue,</p>	<p>Teach alternative pronunciation of 'a' (hat, acorn)</p> <p>acorn, bacon, angel, native, Amy, baby, apron, lady</p>	<p>Reading and writing of HFW/common exception words</p>
<b>Week 10</b>	<p>Teach alternative pronunciation of 'a' (hat, acorn, watch)</p> <p>watch, what, wasp, squash, squad, wash,</p>	<p>Teach alternative pronunciation of 'ch' (chin, School)</p> <p>school, chord, Chris, Chloe, chemical, Christmas, Chorus</p>	<p>Teach alternative pronunciation of 'ch' (chin, school, chef)</p> <p>chef, Charlotte, machine, chalet, brochure</p>	<p>Teach alternative pronunciation of 'y' (yes, by)</p> <p>by, my, spy, sky, reply, fry, try, why, dry</p>	<p>Reading and writing of HFW/common exception words</p>





## Whickham Parochial Phonics Scheme of Work

Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 11</b>	Teach alternative pronunciation of 'y' (yes, by, happy)  happy, very, funny  lolly, merry, crunchy, carry, hairy, smelly, penny	Teach alternative pronunciation of 'y' (yes, by, happy, gym)  gym, crystal, cygnet  mystery, pyramid	Teach alternative pronunciation of 'y'  Teach polysyllabic words  Mystical, gymnastics  flying, pyramid, rhythm,	Teach alternative pronunciation of 'ou' (out, you)  you, soup, group	Reading and writing of HFW/common exception words
<b>Week 12</b>	Teach alternative pronunciation of 'ou' (out, you, could)  'oh you lucky duck' mnemonic  could, would, should	Teach alternative pronunciation of 'ou' (out, you, could, mould)  shoulder, mould, boulder	Practise all pronunciation of 'ou'  out, should, soup, mould, could, about	Teach alternative pronunciation of 'e'  he, she, be, we, me, region, recent, frequent	Reading and writing of HFW/common exception words
<b>Week 13</b>	Teach alternative pronunciation of 'ey'  they, grey, obey, prey, survey	Teach reading of polysyllabic words all pronunciations of 'ey'  Honeybee, keystone, greyness, surveying	Teach alternative pronunciation of 'ew' as in 'you' sound.  stew, few, new, dew, pew, mildew	Teach 'u-e' and compare to 'you' sound p135  huge, cube, use tube, computer	Reading and writing of HFW/common exception words
<b>Week 14</b>	Recap alternative pronunciations.	Recap alternative pronunciations.	Recap alternative pronunciations.	Recap alternative pronunciations.	Reading and writing of HFW/common exception words
<b>Week 15</b>	<b>Alternative spelling</b>  Teach alternative spelling of /ch/ = 'tch'  catch, pitch, fetch, notch, ditch, kitchen	Teach alternative spelling of /ch/ = 't'  Blending for reading  picture, creature, future, mixture, nature, capture	Practise all spellings of /ch/  chip, fetch, picture, rich, patch, adventure		Reading and writing of HFW/common exception words



## Whickham Parochial Phonics Scheme of Work

Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 16</b>	Teach alternative spelling of /j/ = 'dge'  fudge, sledge, badger, ledge, lodge, podgy , bridge	Teach alternative spelling of /j/= 'g'  'g' before an 'e' or 'y' says 'j'  gel, gem, germ, bandage, orange, gym, energy  Giraffe, -doesn't follow rule	Practise all spellings of /j/  Judge, jet, hedge, lodgings, fudge, jester	Teach alternative spelling of /n/ = 'gn'  gnat, gnaw, sign, resign, gnome	Reading and writing of HFW/common exception words
<b>Week 17</b>	Teach alternative spelling of /n/ = 'kn' p154  knit, knob, knew, knife, knock	Practise all spellings of /n/  Nest, gnat, knit, nose, sign, knock	Teach alternative spellings of /r/ = 'wr'  wrap, wrong, wrote, wry, written, wrist	Teach alternative spelling of /m/= 'mb'  lamb, bomb, thumb, comb, climb, numb	Reading and writing of HFW/common exception words
<b>Week 18</b>	Teach alternative spelling of /s/ = 'st'  listen, whistle, castle, rustle, Christmas	Teach alternative spelling of /s/ = 'se'  house, grease, purse, grouse, loose, mouse, horse,	Teach alternative spelling of /s/ = 'c'  A 'c' before an 'e' says s  Ice, face, grace, lace, race, police	Teach alternative spelling of /s/ = 'sc'  Scissors, scenery, descend, crescent.	Reading and writing of HFW/common exception words
<b>Week 19</b>	Teach alternative spellings of /z/ = 'se'  please, tease, cheese, browse	Teach alternative spelling of /u/= 'o'  son, come, some, done, ton	Teach alternative spellings of /ear/ = 'ere'  here, mere, severe, interfere, adhere, sphere	Teach alternative spelling of /ear/= 'eer'  beer, sheer, veer, career, steering , deer	Reading and writing of HFW/common exception words
<b>Week 20</b>	Teach alternative spelling of /ar/ = 'al'  half, almond, calm, palm tree	Practise all spellings of /ur/ = 'or'  Word, world, worse, worm, work, worship	Teach alternative spelling of /ur/ = er  Stern , kerb, her, herd	Teach alternative spelling of /ur/= 'ear'  learn, pearl, earth, earn, early , search	Reading and writing of HFW/common exception words



## Whickham Parochial Phonics Scheme of Work

Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 21</b>	Teach alternative spelling of /ur/ = ir  Stir, first, dirt, shirt, bird	Teach alternative spelling of /air/ = 'ere'  there, where, nowhere, everywhere, somewhere	Teach alternative spelling of /air/ = 'ear'  pear, bear, swear, tear, wear	Teach alternative spellings of /air/ = 'are'  Care, dare, fare, square, stare, hare	Reading and writing of HFW/common exception words
<b>Week 22</b>	Practise all four spellings of /air/ including the words covered so far and hair, stair, fair, lair	Teach alternative spelling of /or/ = 'al'  talk, walk, wall, fall, stalk, ball	Teach alternative spelling of /or/ = 'our'  pour, court, mourn, fourteen, your	Teach alternative spelling of /or/ = 'augh'  Taught, naughty, caught, daughter	Reading and writing of HFW/common exception words
<b>Week 23</b>	Teach alternative spelling of /or/ = aw  Saw, paw, claw,	Teach alternative spelling of /or/ = au  Caution, sauce, launch, jaunty,	Teach alternative spelling of /or/ = ore  Sore, more, chore, score, shore	Practise all spellings of /or/ including the words covered so far and stork, morning, forth, normal	Reading and writing of HFW/common exception words
<b>Week 24</b>	Teach alternative spelling of /ai/ = 'a-e'  came, shake, base, amaze, escape, snake	Teach alternative spelling of /ai/ = 'ay'  day, stay, way, clay, stray	Teach alternative spelling of /ai/ = 'ey'  Grey, prey, obey	Teach alternative spelling of /ai/ = 'eight'  Weight, eight, freight,	Reading and writing of HFW/common exception words
<b>Week 25</b>	Practise all spellings of /ai/	Teach alternative spelling of /ee/ = 'ea'  sea, seat, bead, least, steam	Teach alternative spelling of /ee/ = 'e-e'  these, Pete, even, theme, Steve, gene	Teach alternative spelling of /ee/ = 'ie'  chief, thief, field, yield, shriek, relief	Reading and writing of HFW/common exception words
<b>Week 26</b>	Teach alternative spelling of /ee/ = 'y'  happy, very, funny, silly, merry	Practise all spellings of /ee/	Teach alternative spelling of /igh/ = 'ie'  pie, lie, spied, tried, cried	Teach alternative spelling of /igh/ = 'y'  by, my, reply, sky, spy, July	Reading and writing of HFW/common exception words



## Whickham Parochial Phonics Scheme of Work

Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 27</b>	Teach alternative spelling of /igh/ = 'i-e' like, spite, ride, trike, bite, line	Practise all spellings for /igh/	Teach alternative spelling of /oa/ = 'ow' low, grow, show, window, rowing boat, throw	Teach alternative spelling of /oa/ = 'oe' toe, Joe, tomatoes, heroes, doe, woe	Reading and writing of HFW/common exception words
<b>Week 28</b>	Teach alternative spelling of /oa/ = 'o-e' bone, tone, home, woke, spoke, stone	Practise all four spellings for /oa/ including words so far and coat, oak, croak Talk about 'no', 'so' being 'tricky' words learnt in Phase 2 and 3	Teach alternative spelling of /oo/ = 'u-e' rude, rule, flute, prune, June	Teach alternative spelling of /oo/ = 'ue' Blue, glue, true	Reading and writing of HFW/common exception words
<b>Week 29</b>	Teach alternative spelling of /oo/ = 'ew' Flew, screw, chew	Teach alternative spelling of /oo/ = ui fruit, suit, bruise	Teach alternative spelling of /oo/ = ou soup, mousse, group	Practise all five spellings of /oo/	Reading and writing of HFW/common exception words
<b>Week 30</b>	Teach alternative spelling of /sh/ = 'ci' special, social, official, facial	Teach alternative spelling of /sh/ = 'ti' station, patience, mention, position	Teach alternative spelling of /sh/ = 's' or 'ss' passion, sure, sugar, session, mission, tissue	Teach alternative spelling of /sh/ = 'ch' Chef, machine, parachute, chute,	Reading and writing of HFW/common exception words
<b>Week 31</b>	Practise all four spellings for /sh/ including words so far and ship, shake, shape, shack	Teach alternative spelling of /y-oo/ = u Computer, human, stupid, music	Teach alternative spelling of /y-oo/ = ue Statue, cue, rescue, venue, queue, argue	Teach alternative spelling of /y-oo/ = ew Dew, few, stew, nephew,	Reading and writing of HFW/common exception words
<b>Week 32</b>	Teach all alternative spellings of /y-oo/	Teach alternative spelling of /i/ = y Pyramid, crystal, gym, mystery	Teach alternative spelling of /f/ = "ph' Elephant, photograph, Philip, graph	<b>Teach alternative spelling of /ow/ = ou-e???</b> <b>Mouse, house</b>	Reading and writing of HFW/common exception words