

# Phase 5d Daily Phonics Planning

## About this new unit

- The new curriculum (2014) identifies a small number of objectives for Y1 that are not already covered in the Letters and Sounds phases usually taught in Y1. Whilst these objectives are identified in the curriculum as being for Y1, the curriculum clearly states that, from a statutory point of view, they only need to be taught by the end of KS1.
- This unit covers all these additional objectives in a simple, familiar way for Y1.
- These objectives will need to be revisited and built upon in Y2. Therefore, if your children are not ready for them in Y1, you could introduce these objectives (instead of revisiting them) in Y2. Obviously though, this could leave you with a lot to fit into Y2.

### Week 1 - Adding -s and -es to words (plurals of nouns and the third person singular of verbs).

Monday	<b>Introduce</b>	We are learning to read words with the <b>-s</b> ending (and revise graphemes from Phase 5a & alternative pronunciations from Phase 5b).
	<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Model blending to read a singular word – <b>peacock</b> . Then show the word <b>peacocks</b> and blend to read that. Explain simply that by adding the <b>-s</b> there is now more than one peacock and that we call this making the word plural. Repeat for <b>crocodile/crocodiles, donkey/donkeys, dolphin/dolphins, whale, whales. Adding -s and -es</b>
	<b>Practise</b>	Play <i>Countdown</i> with plural words that revise Phase 5a or b: <b>apricots, fields, units, headaches, herbs, ferns, pyramids, rhythms, humans, bowls, acids, boulders, chiefs, minds, shoulders, dangers. Crater Creature Countdown (Plurals ending in -s)</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>Emus have fluffy feathers. The chefs forgot to peel the apricots. There are lots of dangers that unicorns can face. Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to spell words with the <b>-s</b> ending where no change to the root word is needed (and revise using knowledge of best guesses – introduced in Phase 5c - to choose how to spell words)
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /ai/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ee/. Refer back to best guess posters from <b>Alternative Spellings /ai/ (Phase 5c)</b> .
	<b>Teach</b>	Model segmenting to spell the word <b>snails</b> . Model thinking about how to spell the /ai/ sound. E.g. "Let me think /s/ /n/ /ai/ /l/ /s/." Draw sound buttons and write in the easy phonemes. "The /ai/ sound is in the middle of the word snail so it is probably either the split digraph <b>a_e</b> or it's <b>ai</b> . I think that I remember that in this word it is <b>ai</b> . Write the letters on a whiteboard. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for <b>days</b> and <b>treats</b> .
	<b>Practise</b>	Play <i>Quickwrite</i> (children write each word quickly on a whiteboard) with the words <b>trays, beads, planes, whales, bees, seats, knees, trees, fields</b> . After children have written each word, show whiteboards to the teacher, then teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.
	<b>Apply</b>	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). <b>Do snails or snakes make the best pets? The bees in the trees give painful stings. Can whales book seats on planes?</b> Reveal correctly written sentences and encourage children to check their own spellings. <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read words with the <b>-es</b> ending.
	<b>Revisit</b>	Revise blending to read Phase 5b words and making alternative pronunciation choices – play <b>Cheeky Chimps</b> or <b>Sneaky Squirrels</b> for the <b>a</b> grapheme
	<b>Teach</b>	Look at a picture of a <b>fox</b> . Ask children what is it? Show a picture of a few <b>foxes</b> . Ask children to say the word now. Repeat with pictures of a <b>coach/coaches, box/boxes, cockroach/cockroaches a church/churches</b> . Look at the word <b>foxes</b> written down. Point out that <b>e</b> makes an /i/ sound and the <b>s</b> makes a /z/ sound. Model blending /f/ /o/ /x/ /i/ /z/ foxes. Repeat with churches and wishes. <b>Adding -s and -es</b>
	<b>Practise</b>	Play <i>Countdown</i> : <b>kisses, misses, arches, lashes, cockroaches, taxes, dishes, bushes, inches,</b>

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		<b>dresses, crosses, bunches, torches, beaches, wrenches, launches.</b> <i>Crater Creature Countdown</i> (Plurals ending in -es)
	<b>Apply</b>	Practise reading the sentences: <i>I think that foxes may be lurking in the bushes. The boxes with crosses on them are full of cockroaches. The frog got a lot of kisses.</i> <i>Sentences Phase 5d</i>
	<b>Assess</b>	Make notes on assessment sheet.
<b>Thursday</b>	<b>Introduce</b>	We are learning to spell words with the <b>-es</b> ending where no change to the root word is needed.
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /igh/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /oa/. Refer back to best guess posters from <i>Alternative Spellings /igh/ and /oa/ (Phase 5c)</i> .
	<b>Teach</b>	Model segmenting to spell the word <b>boxes</b> . Ask children to clap out the syllables in this word. Start with the first syllable <b>box</b> . Remind children that they know how to spell this root word <b>box</b> . Then look at the second syllable /i/z/. Ask the children if they can remember the letters that make the /i/ and /z/ sounds in this phoneme. Write <b>boxes</b> . Repeat with <b>kisses</b> and <b>churches</b> . <i>Adding -s and -es</i> .
	<b>Practise</b>	Play <i>Quickwrite</i> with the words: <b>lashes, foxes, bunches, torches, bushes, cockroaches</b> . After children have written each word, show whiteboards to the teacher, teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.
	<b>Apply</b>	Look at the list of words that need to have <b>-es</b> added. Help children to see that all these words end with hissing, buzzing or shushing sounds. Try saying some of these words with an /s/ added on and let the children see that it is virtually impossible to say the /s/ sound straight after a hissing, buzzing or shushing sound. This is why these words need /i/z/ spelt <b>-es</b> added to make them plural.
	<b>Assess</b>	Make notes on assessment sheet.
<b>Friday</b>	<b>Introduce</b>	We are learning to add <b>-s</b> and <b>-es</b> to the third person singular of verbs.
	<b>Revisit</b>	Briefly recap the rules for adding <b>-s</b> or <b>-es</b> . One at a time, show singular words that we have turned into plurals this week – <b>wrench, box, beast, treat, dish, uniform, beach, mountain, bee, inch</b> . Sort into two columns on the board – ones that need to have <b>-s</b> added and ones that need to have <b>-es</b> added (children can show which column by pointing left or right). <i>Adding -s and -es</i>
	<b>Teach</b>	State that sometimes we add <b>-s</b> or <b>-es</b> to words for other reasons than making plurals (but that we can still use the same rules for choosing how to spell them, thank goodness). Children stand up. Show the children <b>I jump up high</b> . Children blend to read then act it out (on the spot). Repeat for <b>I stamp my feet. I munch on a carrot</b> . Instead of <b>I jump</b> it needs to be <b>he ... (let children fill in the blank)</b> . <b>Repeat for I brush my hair. I fix rockets</b> . Quickly and simply model how these sentences need to change when you are using the third person (talking about somebody else). Model writing: <b>jumps, stamps, brushes, munches, fixes</b> on the board by segmenting the root word and using the rules learned earlier in the week to decide whether to add <b>-s</b> or <b>-es</b> .
	<b>Practise</b>	Ask children to write <b>wash</b> . Then turn it into <b>washes</b> . Repeat with <b>shout/shouts, dream/dreams, pinch/pinches, fix/fixes, float/floats</b> .
	<b>Apply</b>	Practise writing the sentences: <i>The frog runs away from the kisses. The cockroach bends his knees. The snake munches all the treats and sweets.</i> Reveal correctly written sentences and encourage children to check their own spellings. <i>Sentences Phase 5d</i>
	<b>Assess</b>	Make notes on assessment sheet.

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Week 2 - Adding -er and -est to adjectives where no change is needed in the root word.		
<b>Monday</b>	<b>Introduce</b>	We are learning to read adjectives that have the <b>-er</b> suffix added on (and revise the graphemes and strategies learned in Phase 5a and Phase 5b).
	<b>Revisit</b>	Practise reading the tricky words: <b>water, where, who, again, thought, through, work, mouse, many Tricky Trucks (Phase 5b option)</b>
	<b>Teach</b>	Model blending to read the word <b>kind</b> . Talk through the thought processes involved in using the strategy from Phase 5b. "/k/ /i/ /n/ /d/ k/i/nd. Hang on, that's not right. I remember, the grapheme I can also make the /igh/ sound. I'll try that instead. /k/ /igh/ /n/ /d/ kind. What does kind mean? Show adding <b>-er</b> onto the end of kind. Briefly explain that the word <b>kinder</b> lets you compare how kind things are. Repeat with <b>slow/slower</b> and <b>neat/neater</b> .
	<b>Practise</b>	Play <i>Countdown</i> : <b>lower, weaker, cheaper, meaner, smoother, shorter, stronger, darker, colder, wilder, older, lighter, sharper. Crater Creature Countdown (Adjectives with -er added)</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b><i>This crocodile is kinder than that tiger. That flamingo is slower than this emu. Some people are neater than others.</i></b> Sentences Phase 5d
	<b>Assess</b>	Make notes on assessment sheet.
<b>Tuesday</b>	<b>Introduce</b>	We are learning to write adjectives that have the <b>-er</b> suffix added on (and revise spelling strategies using the best guesses learned in Phase 5c).
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /ar/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ow/. Refer back to best guess posters from Alternative Spellings /ar/ (Phase 5c)
	<b>Teach</b>	Model segmenting to spell the word <b>louder</b> . Model thinking about how to spell the /ow/ sound. E.g. "I'll start with the first syllable /l/ /ow/ /d/." Draw sound buttons and write in the easy phonemes The /ow/ sound is a tricky one but it isn't at the end of a word and it doesn't have an <b>n</b> after it so the best guess spelling is <b>ou</b> . The last syllable is /er/ (draw one more sound button) and at the end of a word, that sound is often spelt <b>er</b> . Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for <b>meaner</b> and <b>older</b> .
	<b>Practise</b>	Play <i>Quickwrite</i> using the words: <b>prouder, neater, colder, smoother, smarter, sharper, darker, calmer</b> . After children have written each word, show whiteboards to the teacher, then teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.
	<b>Apply</b>	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). <b><i>I feel prouder than I have ever done before. The sky is getting darker. You had a smarter plan than I did.</i></b> Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d
<b>Assess</b>	Make notes on assessment sheet.	
<b>Wednesday</b>	<b>Introduce</b>	We are learning to read the tricky words: <b>water, where, who, again, thought, through, work, mouse.</b>
	<b>Revisit</b>	Revise blending to read words containing the new graphemes learned in Phase 5a <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b>
	<b>Teach</b>	Write the words <b>it is</b> with each letter on a small individual square of paper and stick these to the board. Ask the children to read the words. Point out that we don't normally say <b>it is</b> . We shorten it to make it quicker to say - <b>it's</b> . Model taking of the piece of paper with the <b>i</b> on it, scrumpling it up, squishing the scrumpled piece of paper into an apostrophe shape and sticking it back where it was. Point out that the other letters need shuffling up a bit so there are no spaces because it is now one word instead of two. Now model blending to read it as one new word. Repeat with <b>do not/don't</b> (pointing out the pronunciation change) and <b>I will/I'll</b> . Stress that the apostrophe goes back in the place where the letters were (not in the gap between the words) and that the apostrophe doesn't represent any sound - just missing letters.
	<b>Practise</b>	Play <i>Countdown</i> : <b>it's, don't, I'm, didn't, can't, I'll, I'm, couldn't, I've, there's, he's, we're. Crater Creature Countdown (Apostrophes contraction)</b>
	<b>Apply</b>	Practise reading sentences. <b><i>It's colder than it was on Sunday. I can't come to school because I've got a sore throat. I've tried but it's too hard and I can't do it.</i></b> Sentences Phase 5d
	<b>Assess</b>	Make notes on assessment sheet.

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<b>Thursday</b>	<b>Introduce</b>	We are learning to read words adjectives with the <b>-est</b> ending.
	<b>Revisit</b>	Revise blending to read Phase 5b words and making alternative pronunciation choices – play <b>Cheeky Chimps</b> or <b>Sneaky Squirrels</b> (for the ea grapheme)
	<b>Teach</b>	Look at the words <b>kind, kinder</b> and <b>kindest</b> . Point out that while we add <b>-er</b> to compare two things, we add <b>-est</b> to say that someone or something is the most kind. Model blending to read and show that kind/e/st doesn't sound right and that the <b>-est</b> ending actually sounds like /i/st. Model soundtalking to read the words <b>oldest</b> and <b>darkest</b> .
	<b>Practise</b>	Play <i>Countdown</i> : <b>proudest, neatest, coldest, smoothest, smartest, sharpest, darkest, coolest, kindest, wildest</b> . <b>Crater Creature Countdown</b> (Adjectives with -est added)
	<b>Apply</b>	Read questions: <b>Which animal has the sharpest teeth? Which part of your body is the strongest? What is the coldest place you have ever been to?</b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
<b>Friday</b>	<b>Introduce</b>	We are learning to spell words with the <b>-est</b> ending where no change to the root word is needed
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /oi/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /or/. Refer back to best guess posters from <b>Alternative Spellings /oi/</b>
	<b>Teach</b>	Model segmenting to spell the word <b>lightest</b> . Ask children to clap out the syllables in this word. Start with the first syllable <b>light</b> . Remind children that they know how to spell this root word <b>light</b> . Then look at the second syllable /i/st. Ask the children if they can remember the letters that represent the sounds in this ending. Write <b>lightest</b> . Repeat with <b>strongest</b> and <b>weakest</b> . Children write a selection of words on their whiteboards <b>proudest, neatest, coldest, smoothest, smartest, sharpest, darkest, calmest, coolest, kindest, wildest</b> .
	<b>Practise</b>	
	<b>Apply</b>	Write the sentences: <b><i>You have the neatest bedroom. That shark has the sharpest teeth. I don't want to go into the deepest, darkest cave.</i></b> Reveal correctly written sentences and encourage children to check their own spellings. <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.

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Week 3 Adding the endings -ing and -er to verbs (where no change is needed to the root word).		
Monday	<b>Introduce</b>	We are learning to read verbs that have <b>-ing</b> added onto them.
	<b>Revisit</b>	Play <i>Flashcards</i> with Phase 5a graphemes. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Look at the suffix <b>-ing</b> . Show that it can be easily read using existing phonic knowledge. Model blending to read various words that end in <b>-ing</b> – <b>eating, whirling, cartwheeling</b> .
	<b>Practise</b>	Play <i>Countdown</i> : <b>playing, straying, bounding, hounding, reading, treating, enjoying, destroying, twirling, yawning, drawing, whispering, chewing, launching, taunting. Crater Creature Countdown (Verbs with -ing added)</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b><i>I don't like people whispering when I am reading. The puppy was enjoying destroying the shoes. A great booming noise came thundering across the mountains.</i></b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to write verbs that have the <b>-ing</b> suffix added on (and revise spelling strategies using the best guesses learned in Phase 5c)
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /oi/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ow/. Refer back to best guess posters from <b>Alternative Spellings /oi/ and /ow/ (Phase 5c)</b>
	<b>Teach</b>	Model segmenting to spell the word <b>enjoying</b> . Model thinking about how to spell the /oi/ sound. E.g. "I'll split the word into syllables." Draw sound buttons for each syllable and write in the easy phonemes. "The /oi/ sound is at the end of the syllable joy so the best guess spelling is <b>oy</b> ." Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for <b>boiling</b> and <b>destroying</b> .
	<b>Practise</b>	Practice writing: <b>toiling, curling, twirling, burning, squirting, joining, pointing, annoying</b> .
	<b>Apply</b>	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). <b><i>That annoying elephant was squirting me. I was enjoying that book. I can't help blurring things out.</i></b> Reveal correctly written sentences and encourage children to check their own spellings. <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read the days of the week: <b>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</b> .
	<b>Revisit</b>	Play a rhyming game. E.g. Say something along the lines of, "I need a rhyme in extra quick time and the word I want a rhyme for is..." Class call out rhyming words. Keep a tally chart of how many they get before they get stuck, someone gives a word that doesn't actually rhyme, or someone repeats one that has already been suggested. Repeat for other words. Try: <b>bat, poor, week, school</b> or any other word. <b>Cake Bake (Phase 1)</b>
	<b>Teach</b>	Look at each day of the week. Ask children to think about where soundbuttons would go. Does the word have any tricky bits? Ask a child to soundtalk and blend to read a word and then get the whole class to repeat. Repeat with all days and then practise reading flashcards of the days of the week, aiming to get faster and faster. <b>Days of the week</b>
	<b>Practise</b>	
	<b>Apply</b>	Show sentences involving days of the week, one at a time. Children read independently in their head. When everyone looks confident, read the question out loud as a class. Each child shows with thumbs up or thumbs down whether the answer to the question is true or false for them. <b><i>Monday is the first day of the school week. Saturday and Sunday make up the weekend. Wednesday has more letters than any of the other days.</i></b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning to read verbs that have had <b>-er</b> added onto them.
	<b>Revisit</b>	Revise blending to read Phase 5b words and making alternative pronunciation choices – play <b>Cheeky Chimps</b> or <b>Sneaky Squirrels (for the ch grapheme)</b>
	<b>Teach</b>	Children stand up. Show children verbs. Ask them to soundtalk then blend to read the verb then act it out – <b>sing, jump, scratch, listen, nibble, scream, trudge</b> . Briefly explain that the words are easy to act out because they are action words (verbs). If you feel children are ready, look at verbs like <b>think, guess, decide</b> and <b>worry</b> – talk about the fact that these are actions that we take inside our heads so they are harder to act out. Touch also on verbs like <b>am, can, will, was, is</b> and explain that these are also verbs (because they describe a state of being) but they are very hard to act out on their own. <b>Verbs: Adding -</b>
	<b>Practise</b>	

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		<p><b>ing, -er &amp; -ed (What are verbs?)</b></p> <p>Show that we can add an <b>-er</b> ending to turn the verb into a name for a person or thing (noun) that does that action. Ask the children to do each action again. Say "You jump so you are a... (jumper). You teach so you are a ... (teacher)." etc. Show the word with the <b>-er</b> ending each time. Remind children that they have easily been able to read the grapheme <b>-er</b> at the end of the word since Phase 3. <b>Verbs: Adding -ing, -er &amp; -ed (Adding er onto verbs)</b></p>
	<b>Apply</b>	Read the sentences: <b><i>A teacher also has to be a learner. The farmer was a very hard worker. She was a bit of a dreamer but a brilliant painter.</i></b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
<b>Friday</b>	<b>Introduce</b>	We are learning to spell verbs that have had <b>-er</b> added on to turn them into a noun.
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /or/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ai/. Refer back to best guess posters from printable resource <b>Alternative Spellings /or/ and /ai/ (Phase 5c)</b> .
	<b>Teach</b>	Model segmenting to spell the word <b>player</b> . Model thinking about how to spell the /ai/ sound. E.g. "I'll start with the first syllable /p/ /l/ /ay/." Draw sound buttons and write in the easy phonemes "The /ai/ sound is a tricky one but as it is at the end of the root word, the best guess spelling is <b>ay</b> . The last syllable is /er/ (draw one more sound button) and at the end of a word. We know that this sound at the end of a word is often spelt <b>er</b> ." Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for <b>walker and charmer</b> . Try writing: <b>waiter, painter, burner, speaker, heater, hunter</b> .
	<b>Practise</b>	
	<b>Apply</b>	Write the sentences: <b><i>The walker would not slow down. The trainer was ready for the big race. This dragon was a bit of a charmer.</i></b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.

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Week 4 Adding the ending -ed to words where no change is needed to the root word. Spelling the days of the week.		
Monday	<b>Introduce</b>	We are learning to read verbs that have <b>-ing</b> added onto them.
	<b>Revisit</b>	Play flashcards with Phase 5a graphemes. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Look at the word <b>chill</b> soundtalk it and blend it. Model adding <b>-ed</b> and model reading <b>chilled</b> . Initially it will sound like chill/e/d but establish that that doesn't sound right and instead we say it chill/d/. Repeat with <b>wish/wished</b> and establish that it is pronounced wish/t/. Repeat with <b>need/needed</b> and establish that the <b>-ed</b> becomes an extra syllable pronounced /i/d/. <b>Verbs: Adding -ing, -er &amp; -ed (Adding -ed onto verbs)</b>
	<b>Practise</b>	Use <b>walked, wished</b> and <b>needed</b> as column headers on the board. Read other words one at a time and sort them into the columns by how the <b>-ed</b> ending is pronounced. <b>bleated, enjoyed, shopped, helped, sighed, minded, treated, parked, sneaked, asked, bounded, screamed, turned, whirled, skipped, mended, picked, crunched, shouted, walked, sorted, waited, pulled.</b> N.B. It can be tricky to hear the difference between the /t/ final sound and the /d/ final sound and this may depend on accent a bit. It can be easier to hear when you say the word in a sentence as this makes you say the word in a slightly more natural way. <b>Verbs: Adding -ing, -er &amp; -ed (Adding -ed sorting game)</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>My feet crunched and slipped in the snow. The beast screamed, whirled around and bounded over to me. She sighed as she waited then stamped her foot and marched away.</b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to write verbs that have the <b>-ed</b> suffix added on.
	<b>Revisit</b>	Practise reading the days of the week (in a mixed up order so they aren't being recalled off by heart) <b>Wednesday, Friday, Monday, Sunday, Thursday, Saturday, Tuesday Days of the Week (Flashcards)</b>
	<b>Teach</b>	Recap the three ways that the <b>-ed</b> ending can be pronounced. Remind children that when it comes to spelling <b>-ed</b> endings, however they are pronounced, they are still written <b>ed</b> . Model writing: <b>crunched, twisted, and twirled.</b>
	<b>Practise</b>	Children try writing: <b>bleated, enjoyed, shopped, helped, sighed, minded, treated, parked, sneaked, asked, bounded, screamed, turned, whirled, skipped, mended, picked, crunched, shouted, walked, sorted, waited, pulled.</b>
	<b>Apply</b>	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). <b>The dragon snorted and scorched himself. The wind twirled and whirled and twisted. The goat bleated as he munched his food.</b> <b>Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to write the days of the week <b>Tuesday, Thursday, Friday, Sunday.</b>
	<b>Revisit</b>	Play <i>Alliteration Alligators</i> . Split the class in half. Say a word e.g. <b>checked</b> . Challenge one half of the class to write down as many words as they can that start with the same sound as checked /ch/. Get the other side of the class to count to 10 slowly and then snap their arms like alligators at which point the half who are writing have to stop. Swap roles with the other half of the class writing words that start with the same sound as shopped. Children count up how many words they got – with a partner checking the words actually do alliterate. Ask children to share what they think is the most interesting word they came up with.
	<b>Teach</b>	Model writing <b>Tuesday</b> by segmenting, drawing sound buttons, thinking about the tricky sounds and making best guesses. Repeat with <b>Thursday, Friday</b> and <b>Sunday Days of the Week</b>
	<b>Practise</b>	<i>Speedwriting</i> – ask children to write <b>Sunday</b> as many times as they can in a minute. Swap whiteboards with a partner and count all words that are correct (and legible) and have a capital letter. Repeat with <b>Friday, Thursday</b> and <b>Tuesday.</b>
	<b>Apply</b>	Ask children to pick a day that they have just been rehearsing and write a sentence about it. Then try writing a sentence that includes two of the days.
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning to write the days of the week <b>Monday, Saturday, Wednesday.</b>
	<b>Revisit</b>	Revise blending to read Phase 5b words and making alternative pronunciation choices – play <b>Cheeky Chimps</b> or <b>Sneaky Squirrels (for the grapheme y)</b>
	<b>Teach</b>	Model writing <b>Monday</b> by segmenting, drawing sound buttons and thinking about the tricky sound. Point out that even though <b>Monday</b> sounds like it should be written in the same way as Sunday, it actually contains the letter <b>o</b> . As writers we have to train our brains to remember this. Introduce the

## Phase 5d Daily Phonics Planning

		<p>idea of spellspelling. If we try saying the word the way it is written a few times M/o/nday, that can help us to remember to use an <b>o</b> when we spell it. Repeat with <b>Saturday</b>. Show that because we don't stress the second syllable it becomes a squashed up /uh/ sound which makes it hard to know how to spell it. If we spellspell the word a few times stressing all the sounds Sat/ur/day, it can help. Look at Wednesday and show how we miss out some of the sounds altogether when we pronounce <b>Wednesday</b>. Again try spellspelling it as Wed-nes-day as a reminder to include all the letters.</p> <p>For some children, knowing the origin of some of the words may be helpful in remembering how to spell them. E.g. Monday is named after the moon and Saturday is named after Saturn. <b>Days of the Week</b></p>
	<b>Practise</b>	<i>Speedwriting</i> – ask children to write <b>Monday</b> as many times as they can in a minute. Swap whiteboards with a partner and count all words that are correct (and legible) and have a capital letter. Repeat with <b>Saturday</b> and <b>Wednesday</b> .
	<b>Apply</b>	Ask children to pick a day that they have just been rehearsing and write a sentence about it. Then try writing a sentence that includes two of the days.
	<b>Assess</b>	Make notes on assessment sheet.
<b>Friday</b>	<b>Introduce</b>	We are learning to add the suffix <b>-ed</b> to words
	<b>Revisit</b>	Ask children to quickly write down all the graphemes they know for /n/ ( <b>n, gn, kn</b> ). Then write down all the graphemes they know for /s/ ( <b>s, ss, se, c, ce</b> ).
	<b>Teach</b>	Dictate a poem to the children that uses days of the week and verbs with <b>-ed</b> endings. Find one or adapt this one to suit your children.
	<b>Practise</b>	On Monday I climbed a tree.
	<b>Apply</b>	On Tuesday I twisted my knee. On Wednesday I blew up a balloon. On Thursday I zoomed to the moon. On Friday I went to the park On Saturday I splashed with a shark On Sunday I didn't do a lot.
	<b>Assess</b>	Look at the poem written down and children mark the spellings of the words that we have been working on and make corrections as necessary. Make notes on assessment sheet.

# Phase 5d Daily Phonics Planning

Week 5 Adding the prefix un- and spelling compound words.		
Monday	<b>Introduce</b>	We are learning to read words with the prefix <b>un-</b>
	<b>Revisit</b>	Revise alternative pronunciation of graphemes from Phase 5b by playing <b>Cheeky Chimps</b> or <b>Acorn Adventures (for ey)</b>
	<b>Teach</b>	Show the word <b>kind</b> (model using strategies learned in Phase 5b to read it). Ask children to act out being kind. Add <b>un-</b> in front of <b>kind</b> to make <b>unkind</b> . Read again. Ask children to act out doing something <b>unkind</b> (you might have to remind them not to touch each other). Repeat with <b>happy/unhappy, lock/unlock</b> . Discuss the fact that <b>un-</b> changes the word's meaning a lot.
	<b>Practise</b>	Play Countdown with the words <b>unfair, unloaded, untrue, unscrew, unmade, unripe, uninvited, unwanted, unpleasant, unfunny, unwrapped, unwritten, untried, unknown Crater Creature Countdown (Words beginning with un-)</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. <b>The unhappy elephant felt unwanted. It was an unwritten rule that presents were unwrapped after lunch. When she unscrewed the lid of the jar, the smell was most unpleasant. Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning to spell words with the prefix <b>un-</b>
	<b>Revisit</b>	Sort words ending with <b>-ed</b> into the three different sounds that ending can make <b>/t/ /d/ /i/d/ Verbs: Adding -ing, -er &amp; -ed (Adding -ed sorting game)</b>
	<b>Teach</b>	Remind children that <b>un-</b> is simple to spell using knowledge they learned in Reception and doesn't change the root word that it is being added to. Model writing: <b>unloaded, unwrapped, unscrewed</b> . Remind children that when it comes to spelling <b>-ed</b> endings, however they are pronounced, they are still written <b>ed</b> .
	<b>Practise</b>	Play <i>Quickwrite</i> : <b>unkind, unlocked, unhappy, unfair, untrue, unmade, unripe, uninvited, unwanted, unpleasant, unfunny, unwritten, untried, unknown</b> .
	<b>Apply</b>	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). <b>I wish that door was unlocked. That is untrue and unfair. Unripe fruit can be quite unpleasant. Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	Using apostrophes for contractions.
	<b>Revisit</b>	Rehearse clapping out syllables in the names of children in the class.
	<b>Teach</b>	Revisit turning <b>I have</b> into its contracted form by writing each letter on a separate piece of paper, removing the necessary letters and scrumpling them up to make an apostrophe then sticking it back where the letters were removed.
	<b>Practise</b>	Play <i>Countdown</i> with: <b>it's, don't, I'm, didn't, can't, I'll, I'm, couldn't, I've, there's, he's, we're. Crater Creature Countdown (Apostrophes contraction)</b>
	<b>Apply</b>	Practise reading sentences. <b>I've had a really amazing week. I can't eat the soup because there's a fly in it. We're waiting for my dad because he's late today. Sentences Phase 5d</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning to read compound words.
	<b>Revisit</b>	Rehearse alternative pronunciations of graphemes from Phase 5b. Play <b>Cheeky Chimps</b> or <b>Acorn Adventures (for a)</b>
	<b>Teach</b>	Explain that there are three kinds of words simple, complex and compound (there are child friendly explanations and examples on <b>Compound Word Splat</b> ). Briefly state that for the last few weeks we have been looking at building complex words by adding on bits like <b>un-, -ing, -ed, -s</b> etc that don't make sense on their own. Today we are looking at compound words where two words that make sense on their own come together to make one word.
	<b>Practise</b>	Play <b>Compound Word Splat</b> .
	<b>Apply</b>	
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning to spell compound words.
	<b>Revisit</b>	Write down all the alternative graphemes known for the /ai/ phoneme and for the /ee/ phoneme.

## Phase 5d Daily Phonics Planning

<b>Teach</b>	Model spelling a compound word <b>football</b> by thinking about each word at a time and following the usual steps for figuring out tricky phonemes. Repeat with <b>moonlight, playground</b> .
<b>Practise</b>	Play <i>Quickwrite</i> : <b>lunchbox, helpdesk, weekend, campsite, waterfall, bluebell, everyone, everything, anyone, downstairs, earthworm, cornflakes, dustbin, woodland</b> .
<b>Apply</b>	Ask children to work with a partner to write a sentence using two compound words (or three if they want to really challenge themselves).
<b>Assess</b>	Make notes on assessment sheet.

- Interactive resources are shown in **pink**. NB Some resources are only available to subscribers.