| Phonic Phase | Lesson Plans | Teaching and learning Focus | Common Exception Words |  | Phonics Bug - 100\% Decodable Readers |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Read | Spell | Books | GPCs | CEWs |
| Platform 1 | $\begin{aligned} & \hline 1-5 \\ & 6-10 \\ & 11-25 \\ & \hline \end{aligned}$ | Tuning into sounds <br> Rhythm and Rhyme <br> Sound Train Characters and actions with correct speech sound |  |  |  |  |  |
| Platform 2 | 26-35 | satpinmd |  |  | Set 1-2 | satpinmd |  |
|  | 36-39 | gockck |  |  | Set 3 | gock | to |
|  | 40-45 | Introduce Common Exception Words - Read I the no go to into | I the no go to into |  |  |  |  |
|  | 46-50 | eur | , |  | Set 4 | ckeur | the no go |
|  | 51-55 | h b f ff Ill ss | he she we me be my by |  | Set 5 | hbiflllss | 1 into |
|  | 56-60 | More Common Exception Words - Read - he she we me be my by / Spell -I the no go to into <br> Alien words |  | I the no go to into |  |  |  |
| Platform 3 | 61-65 | jvwx |  |  | Set 6 | jvwx | me be |
|  | 66-70 | y z zz qu <br> Alphabet letter names Spotting vowels |  |  | Set 7 | y z zz qu | he my by |
|  | 71-75 | Introduce Capital letters Introduce 'Sentence Train' |  |  |  |  |  |
|  | 76-81 | ch sh th ng More Common Exception Words: Read - was they are | was they are |  | Set 8 | ch sh th ng | they she |
|  | 82-85 | ng ai ee igh |  |  |  |  |  |
|  | 86-90 | oa 00 ar or | you her all |  | Set 9 | ai ee igh oa oo | we are |
|  | 91-95 | ur ow oi <br> More Common Exception Words: Read - you her all |  |  | Set 10 | ar or ur ow oi | you her |
|  | 96-100 | ear air ure er |  |  | Set 11 | ear air ure er | all was |
| Platform 4 | 101-120 | Consolidation of phase 2 and 3 ccve cvcc and longer words. <br> polysyllabic words Compound words Questions and Sentences | said have like so do some come were there little one when out what | he she we me be was you they all are my her | Set 12 | Phase 4 consolidation | said have like so do some come were there little one when out what |
| Platform 5 | 121-125 | Use of capitals |  |  |  |  |  |
|  | 126-130 | Plurals -s -es (where root word remains unchanged) |  |  |  |  |  |
|  | 131-135 | Suffixes '-ing' '-ed' (where root word remains unchanged) |  |  |  |  |  |
|  | 136-140 | w/ wh (what) f/ ph (photo) s/zh (treasure) | oh their | said so | Set 13 | zh wh ph | Oh their |
|  | 141-150 | 'a' letter name, intro 'vowel', ai, ay (days of the week + says*) | Mr Mrs Sunday looked | have like |  |  |  |
|  |  | a-e, eigh (8, 18 *), ey (prey) ei ? |  | Some come | Set 14 | ay a-e eigh ey ei (long <br> a) | Mr Mrs |
|  | 151-158 | 'e' letter name, ee,(feet) ey (key) | called asked | were there |  |  |  |
|  |  | ea,(sea) e-e,( i-e y ie |  |  | Set 15 | ea e-e ie ey y (long e) | looked called asked |
|  | 159-160 | Prefix 're-' |  |  |  |  |  |
|  | 161-165 | Letter name e Long ee /long ai - which one? alternative pronunciations |  |  |  |  |  |
|  | 166-175 | 'i' letter name, igh,(high) I and i (behind, find, mind y2 ${ }^{\text {* }}$ ) | water where <br> Friday <br> who again | little one | Set 16 | e i-e y i (long i) | water where |
|  |  | ie (pie), i-e (time) |  |  |  |  |  |
|  |  | y (fly, my ${ }^{*}$, by*), ey (i) ey (a) sorting |  | do when |  |  |  |

Platform 5

| $176-185$ | 'o' letter name, go, so, no*, oa,(boat) ow (show) |  |  |
| :--- | :--- | :--- | :--- |


|  | ow o-e o oe (long o) | who again |
| :---: | :---: | :---: |
| Set 18 | ew ue u-e (long u) u oul (short oo) | thought through |
| Set 19 | aw au al | Work laughed because |
| Set 20 | ir er ear | Thursday Saturday thirteen thirty |
| Set 21 | ou oy | different any many |
| Set 22 | eer ere are ear | eyes friends |
| Set 23 | ckck ch | two once |
| Set 24 | ce ci cy sc stl | great clothes |
| Set 25 | e gi gy dge | It's I'm I'll I've |
| Set 26 |  | Don't can't didn't |
| Set 27 | tch t(ion) ss(ion) c(ial) ea wa o | first second third |

