



Smart Kids

Letters and Sounds

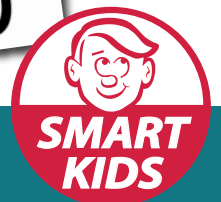


Phase 5

Daily Phonics Planning



a complete systematic synthetic phonics programme



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Phase 5a Phonic Progression



Lesson	Week	Previous Spelling	New Spelling	Word Building Examples	Spelling Rule**	Tricky	Spelling
1	Review			qu ch sh th ng			R ✓
2	3-4			ai ee igh oa			R ✓
3				oi oo oo ow			R ✓
4	1			ar air ear ur or ure er			R ✓
5	2			CVCC - CCVC Words			R ✓
6				CVVCC - CCCVVC Words			R ✓
7				Words with -ing			Y1 ✓
8				Words with -est			Y1 ✓
9	3	Previous	New	Introduce: A new spelling for a previously learnt phoneme			
10		d	ed	aimed, failed, tanned	ed at the end of words		Y1 ✓
11		t	ed	jumped, helped, clipped	ed at the end of words		Y1 ✓
12		id	ed	landed, needed, started	ed at the end of words		Y1 ✓
13		ch	tch	catch, ditch, fetch, hatch			Y1 ✓
14	4	ee	y	very, happy, funny	y used at end of word		Y2 ✓
15		ee	ey	trolley, key, valley	ey used at end of word		Y2 ✓
16		v	ve	have, live, give, forgive, massive	words never end in v		Y1 ✓
17		l	le	little, rattle, middle, kettle, apple	le used at end of word		Y2 ✓
18	5			Phases 3-4 Revisit, Review, Summative Assessment			
19	5a	ow	ou	cloud, round, mouth, around, sound	rarely at the end of words	here	Y1 ✓
20		ee	ea	beads, clean, dream, least, sea, treat		your	Y1 ✓
21	1	ai	ay	way, say, clay, play, praying, stay	ay used at end of word	ask	Y1 ✓
22	2	igh	ie	denied, dries, flies, lie, pie, skies, spied	review suffix -est		Y1 ✓
23		oo	ue	blue, glue, clue, true		people	Y1 ✓
24		yoo	ue	rescue, argue, statue, venue	ue used at end of words		Y1 ✓
25		oi	oy	boy, destroy, employ, enjoy, oyster			Y1 ✓
26	3	or	aw	claws, dawn, draw, hawk, jigsaw			Y1 ✓
27		ur	ir	birth, first, girl, quirk, sir, skirt, third		oh	Y1 ✓
28		w	wh	wheel, which, whip, whirling, whisk		Mr	Y1 ✓
29		f	ph	alphabet, dolphin, elephant, morph		Mrs, Ms	Y1 ✓
30	4	or	au	astronaut, August, author, hauling		their	Y1 ✓
31		oo	ew	chew, drew			Y1 ✓
32		yoo	ew	new, few	ew used at end of words		Y1 ✓
33		oa	oe	toe, hoe, doe, foe, woe, goes, tomatoes	ew used at end of words	water	Y1 ✓
34	5	ai	a-e	take, game, rake, snake, safe, same	split digraph		Y1 ✓
35		ee	e-e	these, even, theme complete (teach prefix un-)	split digraph		Y1 ✓
36		igh	i-e	like, pine, ripe, shine, slide, prize	split digraph		Y1 ✓
37		oa	o-e	hope, hole, bone, phone, home	split digraph		Y1 ✓
38	6	oo	u-e	June, tube	split digraph		Y1 ✓
39		yoo	u-e	huge, cube	split digraph		Y1 ✓
40		/zh/si	/zh/	(si) vision	new phoneme		Y2 ✓
41		/zh/su	su	(su) casual		what	Y2 ✓
42	7			Phase 5a Revisit, Review, Summative Assessment			

- consonant sound
- consonant digraph sound
- short vowel sound
- long vowel sound
- 'r' controlled vowel sound

Year 1 screening check ✓
 DfE 2021 Phonic Progression ✓
 National curriculum spelling objectives R Y1 Y2 Y3



Phase 5b - 5d Phonic Progression



Lesson	Week	Previous Spelling	New Spelling	Word Building Examples	Spelling Rule**	Tricky	Spelling		
40	5b	s	c	accident, circus, face, pencil, space	c often used before e, i, y		Y2		✓
41		j	g	agile, cage, gent, gem, ginger, huge			Y2		✓
42	1	sh	ch	chef, machine, brochure, chalet			Y3		✓
43		k	ch	chemist, chord, chorus, Christmas			Y2		✓
44	2	igh	y	my, by, dry		eye	Y2	✓	✓
45		igh	i	blind, mind, wild, pint, blind			Y1	✓	✓
46		ar	a	fast, path, pass, father, bath			Y2	✓	✓
47		oa	o	no, so, go, don't, both			Y2	✓	✓
48		yoo	u	unit, union, unicorn, music, human		again	2-6	✓	✓
49	3	e	ea	bread, deaf, feather, head, heaven		any, many, friend	Y1		✓
50		ee	ie	chief, brief, priest, shield, thief,		hour	Y1	✓	✓
51		ur	er	Bernard, germ, her, herbs, jerk, perky		work	Y1	✓	✓
52		oa	ow	blow, grow, low, rowing boat, snow			Y1	✓	✓
53	4	oo	ou	group, soup, you		through	Y2	✓	✓
54		i	y	cystal, gym, symbol, system, mystery		pretty	Y3		✓
55		ai	a	April, angel, lady, acorn, bacon, apricot			Y2		✓
56		o	a	was, what, want, wash, wasp, squad			Y2		✓
57	5	ee	e	be, decent, he, me, she, we		shoe	Y1		✓
58		oo	u	put, push, pull, full, bush		two	Y2	✓	✓
59		ai	ey	they, grey, obey, prey, survey			Y3		✓
60		oa	ou	mould, shoulder, boulder			Y2	✓	✓
61-63	5c	l	el/al/il	(el) tunnel, (al) metal, (il) pencil	le most common word ending	once	Y2		✓
64	1	m	mb/mn	(mb) climb, thumb (mn)* autumn	mb only used at end of roots		5-6		✓
65, 66	2	s	se/ce	(-se) horse, mouse (-ce) chance			Y2		✓
67, 68		z	se/ze	(-se) browse (-ze)* freeze			Y2		✓
69-72	3	sh	ti/ci/ssi	(ti) station (ci) special (ssi) mission			2-6		✓
73		ch	t(ure)	adventure, capture, creature		beautiful	Y2		✓
74	4	ng	n(k)	think, bank, honk, blink, shrink			Y1		✓
75		zh	ge	beige, barrage, collage, massage			2-4		✓
76, 77		j	dge/ge	(-dge) hedge (-ge) change	words never end in j		Y2		✓
78	5	r	wr	(wr) wrap, wrath, wrist, wrong	wr only used at start of words	different	Y2		✓
79, 80		n	kn/gn	(kn) knight, knit, knock (gn)* gnome		thought	Y2		✓
81		oo	oul	would, could, should		busy	Y2		✓
82, 83	5d	air	are/ear	(are) care, share (ear) wear, pear			Y1		✓
84	1	ar	al	(al) almond, calf, calm, half, palm		laugh	Y2		✓
85		ear	eer	beer, deer			2-4		✓
86	2	ear	ere	here, severe			2-4		✓
87		or	ore	(ore) before, core, more, store			2-4		✓
88, 89		ur	or/ear	(or) word, worm (ear) learn, search			Y2		✓
90-92	3	ai	ea/eigh/aigh	(ea) break, great, steak (eigh) eight (aigh) straight			Y3		✓
93		u	o-e	come, some			Y3		✓
94	4	u	ou	rough, touch, young			2-4		✓
95		air	ere	everywhere, nowhere, there, where		improve	2-4		✓
96		s	st/sc	(st) wistle (sc) crescent, scent, scene, science		move	5-6		✓
97		or	oar	board, oar, soar			Y2		✓
98, 99	5	or	oor/al/a	(oor) floor, door, poor (al) all, small, talk, walk (a) water			Y2		✓
100-101		or	augh/our	(augh) caught, daughter (our) court, four, pour			2-4		✓
6				Phase 5d Revisit, Review, Summative Assessment					

Decodable book progression

Revise Phases 3-4

1. /qu/ /ch/ /sh/ /th/ /ng/
2. /ai/ /ee/ /igh/ /oa/
3. /oi/ /oo/ /oo/ /ow/
4. /ar/ /air/ /ear/ /ur/ /or/
5. Review
6. CVCC CCVC words
7. CCVCC Phase 3 phonemes
8. -ing **Transporting**
9. -est **The Coolest Bear**
10. Review (schwa) **Never Ever**
11. /d/ ed **Milk**
12. /t/ ed **Goblin in the Loft**
13. /id/ ed **T-Rex**
14. /ch/ tch **Chickenpox**
15. Review
16. /ee/ y **Funfair at Night**
17. /ee/ ey **Family Fun Park**
18. /v/ ve **Marve**
19. /l/ le **Huggles**
20. Review

Phase 5a

21. /ow/ ou **Lost and Found**
22. /ee/ ea **Sweet Treats**
23. /ai/ ay **Playing with Clay**
24. /igh/ ie **The Missing Pie**
25. /oo/ ue **My Annoying Dad**
26. /yoo/ ue **Having Fun with Card**
27. /oi/ oy **Joy's New Toy**
28. Review Alternative Spellings for **ue**
29. /or/ aw **The Astronaut**
30. /ur/ ir **The Injured Bird**
31. /w/ wh **The Wobbly Wheel**
32. /f/ ph **Phonics Lesson**
33. Review
34. /or/ au **Aubrey's Tricks**
35. /oo/ ew **Newt Statue**
36. /yoo/ ew **Newt Statue**
37. /oa/ oe **Farmer Joe**
38. Review Alternative Spellings for **ew**
39. /ai/ a-e **The Parade**
40. /ee/ e-e **Robots Compete**
41. /igh/ i-e **Mike's Kite**
42. /oa/ o-e **Home Sick**
43. Review
44. /oo/ u-e **The Huge Rocket**
45. /yoo/ u-e **Days of the Week**
46. /zh/ su **Stunts**
47. /zh/ si **Otters**

Phase 5b

48. /s/ c **Picnic in Central Park**
49. /j/ g **Going to the Circus**
50. /sh/ ch **Chicken Eggs**
51. /k/ ch **Christmas Eve**
52. Review Alternative Spellings for **c**
53. /igh/ y **Lost at Sea**
54. /igh/ i **Christmas Island Crabs**
55. /ar/ a **Roy's Treat**
56. /oa/ o **Days of the Week**
57. /yoo/ u **Barbecue Rescue**
58. /e/ ea **Ben's Quest**
59. /ee/ ie **The Astronaut**
60. /ur/ er **Snail Race**
61. /oa/ ow **Fingers and Toes**
62. Review Alternative Spellings for **ie**
63. /oo/ ou **Fix-it Sue**
64. /i/ y **The Pyramid**
65. /ai/ a **Static Electricity**
66. /o/ a **Grandy's Party**
67. Review Alternative Spellings for **ow**
68. /ee/ e **Woolly Mammoth**
69. /oo/ u **Wheels**
70. /ai/ ey **Go, Go, Go**
71. /oa/ ou **Channel Surfer**
72. Review Alternative Spellings for **u**

Phase 5c

73. /l/ el al il **Basil likes to Travel**
74. /m/ mb mn **The Lost Lamb**
75. Review Alternative Spellings for **e**
76. /s/ se ce **Mouse House**
77. /z/ se ze **The Big Freeze**
78. Review Alternative Spellings for **ea**
79. /sh/ ti ci ssi **Food Mission**
80. /ch/ ture **Mitch's Day**
81. Review Alternative Spellings for **i**
82. /ng/ n(k) **Thanks Mitch**
83. /zh/ ge **Binge Watch**
84. /j/ dge ge **Aldridge the Elephant**
85. Review Alternative Spellings for **o**
86. /r/ wr wrist **The Little Wren**
87. /n/ kn **The Blue Knight**
88. /n/ gn **Knight and the Gnome**
89. /oo/ oul **My Annoying Dad**
90. Review Alternative Spellings for **ie**

Phase 5d

91. /air/ are ear **Mouse in the House**
92. /ar/ al **Backyard Picnic**
93. /ear/ eer **Ears**
94. Review Alternative Spellings for **ey**
95. /ear/ ere **Belvedere**
96. /or/ ore **Prize Tomatoes**
97. /ur/ or ear **Worm Farm**
98. Review Alternative Spellings for **y**
99. /ai/ ea **Joy at the Museum**
100. /ai/ eigh aigh **Angel Bay**
101. /u/ o-e **Channel Surfer**
102. Review Alternative Spellings for **a**
103. /u/ ou **Unicorn Detective**
104. /air/ ere **The Haircut**
105. /s/ st sc **Mouse Castle**
106. /or/ oar **Lorna Likes to Draw**
107. Review Alternative Spellings for **ch**
108. /or/ oor a al augh our

Book Sets:

- LT124b** Phase 4b Letters and Sounds
- LT134b** Phase 4b Letters and Sounds
- LT165** Phase 5 Daily Decodables
- LT125** Phase 5 Fiction Letters and Sounds
- LT135** Phase 5 Non-fiction Letters and Sounds
- LT138** Long Vowel Alternative Spellings
- LT139** Short and 'r' Controlled Alternative Spellings
- LT137** Consonant Digraph Alternative Spellings
- LT136** Consonant Alternative Spellings

Lesson example - Revisit

Lesson 53 /oo/ ou soup

Revisit Alternative Spellings: /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**

Say the sound and point to the picture for /oo/ **oo, ue, ew, u-e**

Invite the children to read: **too**, blew, chew, true, clue, flute, prune

Teach /oo/ can also be written **ou** Tricky word: **th-r-ough**

Practise Blending/segmenting: **y-ou, g-r-ou-p, s-ou-p**

Apply Read/Write: **You** were the first in the **group** to eat the **soup**.

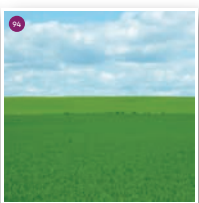
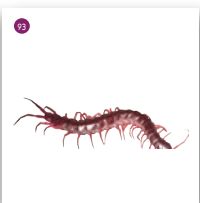
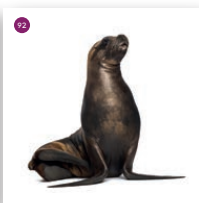
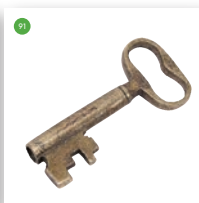
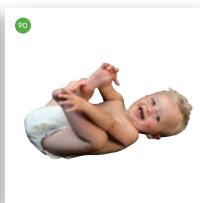
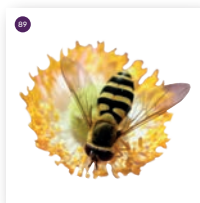


/oo/



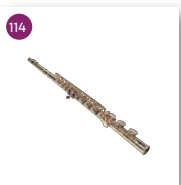
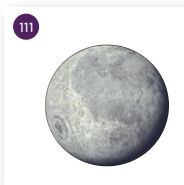
ou

Revisit



44 Sounds Cards (Product code: LT165) - /ee/ **ee, y, ey, ea, e-e, ie**

1. Say the sound and point to the pictures of previously learnt alternative spellings.
e.g. /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**
2. Invite the children to read *flash cards* using these spellings.
e.g. jeep, even, theme, happy, donkey, brief, field, shield
3. If the children need help show the sound button side of the flash card.
4. Display *alternative spelling cards* of the previously learnt spellings of the focus phoneme.



44 Sounds Cards (Product code: LT167)
/oo/ **oo, ue, ew, u-e**

5. Display *flash cards* using these spellings.
e.g. **oo** too, zoo, **ew** blew, chew, **ue** clue, blue, **u-e** flute, prune

zoo

chew

prune

6. If the children need help show the sound button side of the flash card.

Lesson example - Teach

Lesson 53 /oo/ ou soup

Revisit Alternative Spellings: /ee/ **ee, y, ey, ea, e-e, ie** /oa/ **oa, oe, o-e, o, ow**

Say the sound and point to the picture for /oo/ **oo, ue, ew, u-e**

Invite the children to read: **too**, blew, chew, true, clue, flute, prune

Teach /oo/ can also be written **ou** Tricky word: **th-r-ough**

Practise Blending/segmenting: **y-ou, g-r-ou-p, s-ou-p**

Apply Read/Write: **You** were the first in the **grou**p to eat the **sou**p.



/oo/



ou

Teach

1. Review the previous learnt spellings and word examples of the focus
2. phoneme (e.g. **oo** boot, **ue** blue, **ew** grew, **u-e** flute)
Explain to the children that they will be learning a new way to spell the phoneme today.
3. Display the picture with the new spelling (e.g. **ou** soup).
4. Display flash cards with the new spelling and **blend** through the words.



soup

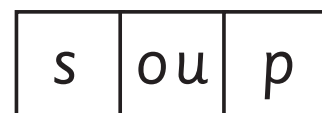
Practise

you

group

soup

1. Mix up the cards and ask the children to read you the word as you show them the cards (e.g. **y-ou, g-r-ou-p, s-ou-p**).
2. Read a flash card with a new spelling, segmenting each word using your fingers to show each separate sound in the word. (e.g. **y-ou, g-r-ou-p, s-ou-p**). Identify each sound and blend each sound, running your finger underneath the graphemes as you go.
3. Now display a phoneme frame and model encoding the word, grapheme by grapheme.



Apply



You were the first in the group to eat the soup.

1. Write the sentence on the whiteboard and have the children read it with you.
2. Rub the sentence off the whiteboard and dictate it to the children while they write it.

Alternative Pronunciations

Review 5c.2 Review alternative pronunciations for the grapheme **ie**

- Select a set of cards, half illustrating one pronunciation of a grapheme and half the other.
e.g. /igh/ pie, lie, tie, die, cried /ee/ chief, brief, shield, priest
- Display a picture with the first spelling (e.g. pie).
- Ask the children to sound-talk and read the flash card.
- Display a word with an alternative pronunciation (e.g. chief), sound-talk and read it using the incorrect pronunciation and therefore saying a nonsense word.
- Discuss with the children which grapheme might be wrong (e.g. the **ie** in chief says /ee/).
- Sound-talk the word again and read the word, this time correctly.
- Draw a grid on your whiteboard and tell the children it is time to play "sort the sound".
- Use an adhesive putty to place the pictures to the whiteboard.
- Display another flash card and ask the children to sound-talk and read the word.
- Stick the flash cards on the whiteboard under the appropriate pictures.

	
lie	chief
tie	brief
die	shield
cried	priest



Phase 5 Alternative Pronunciation Flash Cards
(Product code: LT36)

Worksheets

Worksheets are provided for extra reinforcement / assessment.

Children are prompted to write a story using the alternative spellings only if the spellings are both included in the statutory requirements.

Alternative pronunciations
5b.3 g Name _____

Draw a line to match the words with the **sounds** below.

Sound like g galloping goat	Sound like j Geoff the giraffe
--	---

got gent gym goat game gem magic ginger goes gift

Alternative pronunciations
5c.2 ea Name _____

Draw a line to match the words with the **sounds** below.

Sound like ee seals are neat	Sound like e I'm ready for bread
---	---

head each sea thread deaf speak dream meat weather spread

Write and draw your own story using **ea** words.

Notes on Assessment

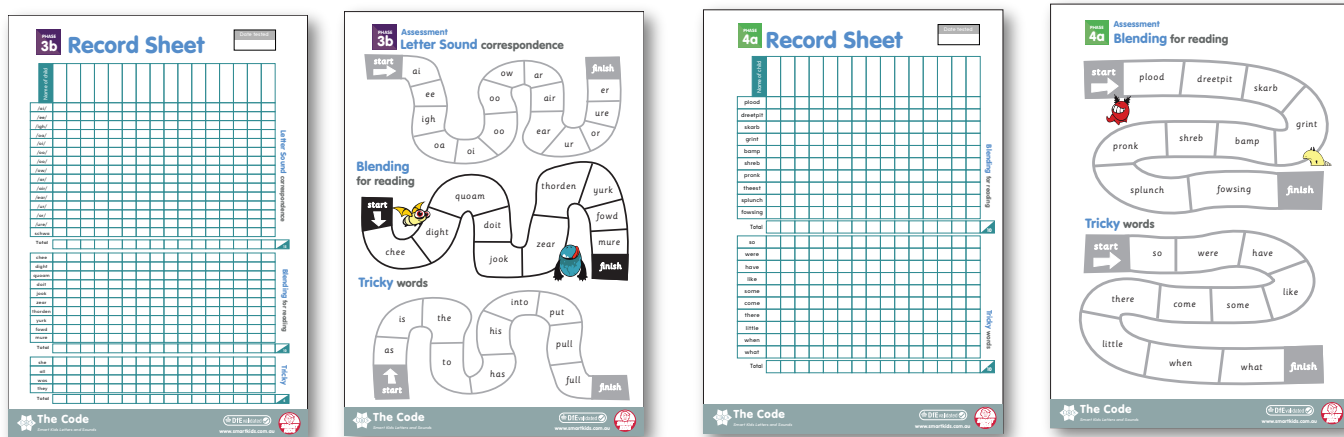
Quick weekly assessments

Quick weekly assessments should check knowledge of GPCs, blending for reading and tricky words in a whole class session. Children should be observed and any that are struggling identified and provided with additional support. When assessing:

- Hold cards at the edges and at a good height. Turn cards at a fairly rapid but even pace.
- Look at the children, not the cards. Ensure children are using pure sounds. Pay close attention to children who are mirroring other children and those who are at risk of falling behind, and provide additional support through keep-up lessons.
- Ensure full participation by asking individuals, rows and the whole class.

One-to-one summative assessments

One-to-one summative assessments of GPCs, blending for reading and tricky words are carried out in week 6 of each phase. It is suggested that the teacher sets aside enough time to individually test a fifth of the class on each Lesson. Results are recorded and the lowest 20% of children are identified for individual keep-up lessons.



Training

Training is aimed at Reception and KS1 teachers and is appropriate for schools who are either using or implementing the Smart Kids Letters and Sounds phonics programme. This CPD can be delivered via zoom or face to face as appropriate. This training will:

- Give teachers and TAs confidence in phonics terminology, subject knowledge and best practice re the teaching of early reading.
- Explore practical strategies and effective routines to teach blending, segmenting, knowledge of GPCs and common exception words.
- Examine the Smart Kids Letters and Sounds Phonics Programme, including the teaching sequence, progression in phonics and assessment of pupil progress.
- Provide guidance on how best to support children who are at risk of falling behind the expected pace of the programme.

Book a FREE consultancy call to discuss bespoke CPD:

- Herts for Learning: training@hfleducation.org
- Dandelion Learning: info@dandelionlearning.org

Lesson Guidance

1. Remind the children when reading each grapheme that:

- two letters that make one sound is called a digraph
- three letters that make one sound is called a trigraph
- graphemes a-e, e-e, i-e, o-e, u-e are called split digraphs

2. If included and already taught, say the alternative pronunciations for the following graphemes:

oo /short oo/ or /long oo/	ow /ow/ or /oa/	ea /ee/ or /e/	ou /ow/ or /oo/	y /y/, /ee/ or /igh/
ew /long oo/ or /yoo/	ue /long oo/ or /yoo/	u-e /long oo/ or /yoo/	u /u/, /short oo/, /long oo/ or /yoo/	

e-a can be pronounced



ee as in seal or
e as in bread



3. Only the GPCs taught at Phases 5a-5c are covered by the Phase 5 flash cards. Words containing graphemes taught at other phases must be sourced from those flash cards sets. e.g. /ee/ **ee, e-e, y, ey, ea, ie**

jeep, week

Phase 3
Flash Cards
(Product code: LT33)



even, theme

Phase 5 Flash Cards
Covers phases 5a-5b
(Product code: LT35)



very, happy, donkey, turkey, sea, seat, chief, brief, field, shield

Phase 5 Alternative Pronunciation Flash Cards
Covers phases 5c (not all spellings covered)
(Product code: LT36)



At least one word from spellings learnt at previous phases are provided in 5d-5e set

Alternative Spellings Covered	/oo/ oo u oul
/ai/ ai ay a-e a ea ei	/or/ or au ore oar oor al our augh
/air/ air are ear ere	/r/ r wr
/ar/ ar a al	/s/ s c se ce st sc
/ch/ ch tch t(ure)	/sh/ sh ch ti ci ssi
/ear/ ear eer ere	/u/ u o-e ou
/j/ j g dge ge	/ur/ ur ir or ear
/m/ m mb mn	/v/ v ve
/n/ n gn kn	/z/ z zz se ze



Phase 5 Alternative Spellings
Covers phases 5d -5e
(Product code: LT153)

Worksheets


Blending for reading weekly revision


Phonics is the step up to fluent word recognition. Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, children get to know them ‘at a glance’.


These worksheets revise the GPCs taught in the previous week. The same sentences used in the **apply** section of the core phonics lesson is used for extra reinforcement.


Review
5a Week 3 Name _____

Draw a line to match the (new spellings) to their sounds.

 ir

 wh

 ph

 aw

or

ur

w

f





Match the sentence to the picture.

The cat lost a claw from its paw.

The bird took a button from the shirt.

When will we see their wheel?

Dolphins are smarter than elephants.

☒ Which tricky words do you know?

oh ☐

Mr ☐


Mrs ☐


Ms ☐


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
Review
5a Week 4 Name _____

Draw a line to match the (new spellings) to their sounds.

 ew

 ew

 oe

 au

or

long oo

yoo

oa





Match the sentence to the picture.

The astronaut waited for the rocket launch.

The tree grew a lot in the spring.

My nephew cooked a stew.

I tiptoed on a bag of tomatoes.

☒ Which tricky words can you read?


their ☐


water ☐


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
Review
5a Week 5 Name _____

Draw a line to match the (new spellings) to their sounds.

 o-e

 i-e

 a-e

 e-e

ai

ee

igh

oa





Match the sentence to the picture.

A snake on a rake.

Complete these pages.

Dice in the rice.

The dog took his bone home.

Write and draw your own story using the new spellings.


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Segmenting for spelling

Using these worksheets children identify each of the individual phonemes in a word, working all the way through from left to right. This is an important stage of writing (spelling) a word should be practised orally first. Counting the phonemes is often helpful in reinforcing this process.


These worksheets cover the statutory requirements of the national curriculum spelling objectives for year 1. The same sentences used in the **apply** section of the core phonics lesson is used for extra reinforcement.

Segmenting for spelling Name _____

 bird

ir

I know **ir** makes the sound:

 ur

I can read these words:

twirling

skirt

birth

quirk


I can write these words:

I can finish this sentence using these words: bird shirt

The took a button from the .


© Smart Kids - Letters and Sounds

Segmenting for spelling Name _____

 screw

ew

I know **ew** can make the sound:

 oo

I can read these words:

jewel

flew

screws

drew

I can write these words:

I can finish this sentence using this word: grew

The tree a lot in the spring.

© Smart Kids - Letters and Sounds

Phase 5 Segmenting for Spelling Worksheets

(Product code: LT155)

Phase 5a Resources



Phase 5 Premium kit (LT05P)

Phase 5b-5d Resources



44 Sounds Cards Mnemonic cards (LT167)

Phase 5 Alternative Pronunciations (LT36)

Phase 5 Alternative Spellings (LT153)

Decodable Books

Phase 4b / Phase 5 Decodable Books

- Contents: 8 pages per book.
- Size: 150mm x 170mm

Buy all
Phase 5 sets
save
(LT149)



Phase 4b Non-fiction (LT134b)



Phase 5 Daily Decodables (LT165)



Phase 4b Fiction (LT124b)



Phase 5 Fiction (LT125)



Phase 5 Non-fiction (LT135)



Alternative Spelling Short & 'R' (LT139)



Alternative Long Vowel Sounds (LT138)



Alternative Digraph Sounds (LT137)



Alternative Consonant Sounds (LT136)

Phases 5a-5e have 5 weeks of lessons followed by one week of revision. During the revision week each child should be assessed and their knowledge of GPCs, blending for reading and tricky words recorded.

Lesson 1 qu ch sh th ng

Tricky Words: to, the, no, go, I, into

- Revisit** Say the sound and point to the picture for /qu/, /ch/, /th/, /ng/
- Practise** **Blending/segmenting:** flashcards using focus phonemes
eg. qu-i-ck, ch-a-t, th-i-n, r-i-ng
- Reading and spelling tricky words:** *t-o, th-e, n-o, g-o, I, i-n-t-o*
- Apply** Read/Write: The rich king did a quiz.

Lesson 2 ai ee igh oa

Tricky Words: her, he, my, for, be, you

- Revisit** Say the sound and point to the picture for /ai/, /ee/, /igh/, /oa/
- Practise** **Blending/segmenting:** flashcards using focus phonemes
e.g. r-ai-n, sh-ee-p, n-igh-t, r-oa-d
- Reading and spelling tricky words:** *h-er, h-e, m-y, f-or, b-e, y-ou*
- Apply** Read/Write: He might sail the boat next week.

Lesson 3 oi oo oo ow

Tricky Words: she, we, me, all

- Revisit** Say the sound and point to the picture for /oi/, /oo/, /oo/, /ow/
- Practise** **Blending/segmenting:** flashcards using focus phonemes
e.g. f-oi-l, m-oo-n, l-oo-k, c-ow
- Practise reading and spelling tricky words:** *sh-e, w-e, m-e, a-ll*
- Apply** Read/Write: She took a coin to the zoo down town.

Lesson 4 ar air ear ur or ure er

Tricky Words: was, they

- Revisit** Say the sound and point to the picture for /ar/, /air/, /ear/, /ur/, /or/, /ure/, /er/
- Practise** **Blending/segmenting:** flashcards using focus phonemes
E.G. f-ar-m, h-air, b-ear-d, t-ur-n, f-or-k, c-ure, k-er-b
- Reading and spelling tricky words:** *w-a-s, th-ey*
- Apply** Read/Write: A jar on my chair. My ear hurts. A burn on my shorts.

2-3a Review All remaining phase 2-3a GPCs and tricky words

3b Review Week 1

Name _____



Draw a line to match the **sounds** below to the picture.

qu

ch

sh

th

ng

ai

ee

igh

oa



Use the correct spelling to complete the sentences.

oi

oo

ow

ar

air

ear

ur

or

er

She t k a c to t n .



A j on my ch .



I h t my .



A c n in my sh t s .



✓ Put a tick next to the tricky words you know.

said

her

he

my

for

be

you

she

we

me

all

was

they

Lesson 5 CVCC & CCVC Words

Tricky Words: there, were

- Revisit** Say the sound and point to the picture for phase 3 GPCs /qu/, /ch/, /th/, /ng/
- Teach** Blending/segmenting: CVCC: w-e-n-t, h-e-l-p, j-u-s-t, c-a-m-p, t-e-n-t, b-e-l-t, d-e-n-t
CCVC: f-r-o-m, s-p-o-t, f-r-o-g, f-l-a-g, t-w-i-n, p-l-u-m,
- Practise** CVCC, CCVC words tricky words: *th-ere, w-ere*
- Apply** Read/Write: It is **best** not to **jump** on the bed.

Lesson 6 CVCC - CCCVC Words

Tricky Words: like

- Revisit** Say the sound and point to the picture for phase 3 GPCs /ai/, /ee/, /igh/, /oa/
- Teach** Blending/segmenting: CVCC: j-o-i-n-t, b-oo-s-t, r-oa-s-t, t-oa-s-t, b-ea-s-t, b-ur-n-t
CCVC: g-ree-n, f-lair, c-ear, s-pee-ch, t-rail, t-rain, c-low-n
CCCVC s-p-r-i-ng, s-t-r-a-p, s-t-r-i-ng, s-c-r-a-p, s-t-r-ee-t
- Practise** CVCC-CCCVC words with phase 3 graphemes tricky word: *li-ke*
- Apply** Read/Write: I have a **scrap** of **string** I picked up from the **street**.

Lesson 7 Words with -ing

Tricky Word: have

- Revisit** Say the sound and point to the picture for phase 3 GPCs /oi/, /oo/, /oo/, /ow/
- Teach** Words that end -ing (add suffix as a chunk). Hear the syllable.
- Practise** Blending/segmenting: b-l-o-ck-ing, h-u-n-t-ing, p-o-i-n-t-ing, s-t-a-r-t-ing
tricky word: *h-a-ve*
- Apply** Read/Write: I am **helping** my dad finish his sandwich.

Lesson 8 Words with -est

Tricky Word: come

- Revisit** Say the sound and point to the picture for phase 3 GPCs /ar/, /air/, /ear/, /ur/, /or/, /ure/, /er/
- Teach** Words that end -est (add suffix as a chunk). Hear the syllable.
- Practise** Blending/segmenting: b-r-igh-t-e-s-t, f-r-e-sh-e-s-t, s-m-a-r-t-e-s-t, f-i-t-t-e-s-t
tricky word: *c-o-me*
- Apply** Read/Write: I am **helping** my dad finish the **longest** sandwich.

4b.2 Alternative pronunciations review for the grapheme er



4b Review Week 2

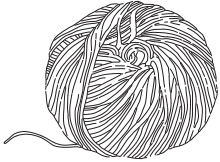
Name _____



Use the words below to complete the phoneme frames.



			ee	
--	--	--	----	--



				ng
--	--	--	--	----

					ng
--	--	--	--	--	----

		ng			
--	--	----	--	--	--

string

street

helping

longest

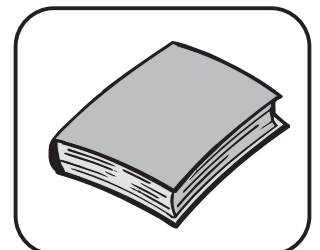
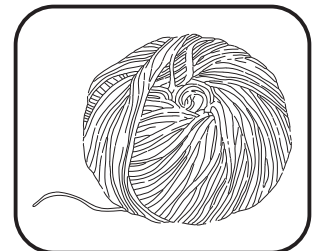
Draw a line to match the sentence to the picture.

I have the longest string.

I picked it up off the street.

I stuck it in my scrapbook.

My dad is helping me.



Put a tick next to the tricky words you know.

there

☐

were

☐

like

☐

have

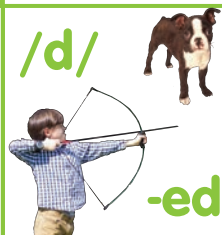
☐

come

☐

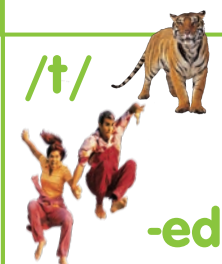
Lesson 9 /d/ ed aimed

- Revisit** Say the sound and point to the picture for /d/
- Teach** That the word ending **ed** can sound like /d/
- Practise** Blending/segmenting: **ai-m-ed**, **f-ai-l-ed**, **t-a-nn-ed**
- Apply** Read/Write: 'I **aimed** for the target but **failed** to hit it.'



Lesson 10 /t/ ed jumped

- Revisit** Say the sound and point to the picture for /t/
- Teach** That the word ending **ed** can sound like /t/
- Practise** Blending/segmenting: **j-u-m-p-ed**, **h-e-l-p-ed**, **c-l-i-p-p-ed**
- Apply** Read/Write: 'I **jumped** up and **helped** my dad.'



Lesson 11 /i/+ /d/ ed landed

- Revisit** Say and write the sounds for /i/ and /d/
- Teach** That the word ending **ed** can sound like /i/ /d/
- Practise** Blending/segmenting: **l-a-n-d-e-d**, **n-ee-d-e-d**, **s-t-a-r-t-e-d**
- Apply** Read/Write: 'I **needed** a fork to get **started** on my dinner.'



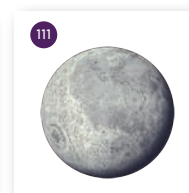
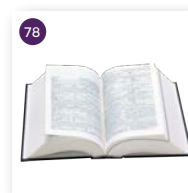
Lesson 12 /ch/ tch watch

- Revisit** Say the sound and point to the picture for /ch/ Read: chop, such
- Teach** /ch/ can also be written tch
- Practise** Blending/segmenting: **c-a-tch**, **d-i-tch**, **f-e-tch**, **m-a-tch**
- Apply** Read/Write: 'I **fetch**ed the ball from the **ditch**.'



Review alternative pronunciations for the grapheme oo

- Revisit** Say the sound and point to the picture for /oo/ and /oo/
- Teach** That the spelling /oo/ can make a long or a short sound
- Practise** Sort the words: **l-oo-k**, **f-oo-t**, **c-oo-k**, **w-oo-l**, **t-oo**, **z-oo**, **b-oo-t**, **h-oo-f**
- Apply** Read/Write: 'My **foot** is in my **boot**.'



4b.3 Alternative pronunciations review for the grapheme oo

4b Review Week 3

Name _____



Draw a line to match the **spelling** to the **sound it makes**.

aim**ed**

land**ed**

match

jump**ed**

d

t

id

ch

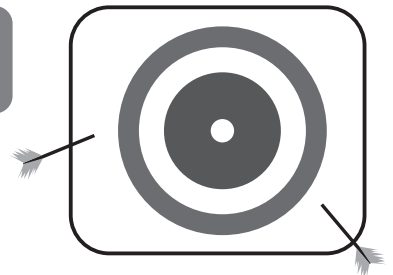
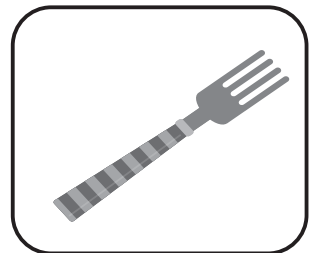
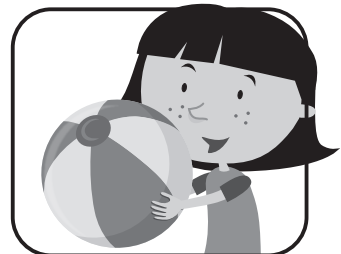
Draw a line to match the sentence to the picture.

I aimed for the target. I failed to hit.

I jumped up and helped my dad.

I needed a fork to get started.

I fetched the ball from the ditch.



Write and draw your own story using words ending in -ed and -tch.



Lesson 13

/ee/ -y

baby

Tricky word - one

- Revisit** Say the sound and point to the picture for /ee/, blend **t-r-ee, g-r-ee-n, s-l-ee-p**
- Teach** /ee/ can also be written **y** tricky word - **one**
- Practise** Blending/segmenting: **v-e-r-y, h-a-pp-y, f-u-nn-y, c-a-rr-y, h-air-y**
- Apply** Read/Write: 'The **baby** is **very** happy.'



Lesson 14

/ee/ -ey

key

Tricky word - are

- Revisit** Say the sound and point to the picture for /ee/, blend **t-r-ee, g-r-ee-n, s-l-ee-p**
- Teach** /ee/ can also be written **ey**
- Practise** Blending/segmenting: **t-r-o-ll-ey, k-ey, v-a-ll-ey, d-o-n-k-ey, j-o-ck-ey** tricky word - **are**
- Apply** Read/Write: 'The **honey** came from the bees in the **valley**.'



Lesson 15

/v/ -ve

give

- Revisit** Say the sound and point to the picture for /v/, blend **v-a-n, v-e-l-v-e-t**
- Teach** /v/ can also be written **ve**
- Practise** Blending/segmenting: **h-a-ve, l-i-ve, f-or-g-i-ve, m-a-ss-i-ve**
- Apply** Read/Write: 'I **have** a **massive** gift to **give** you.'

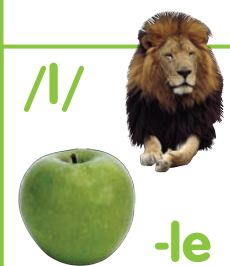


Lesson 16

/l/ -le

apple

- Revisit** Say the sound and point to the picture for /l/ - **l-a-p, l-e-t**
- Teach** /l/ can also be written **le**
- Practise** Blending/segmenting: **l-i-tt-le, b-u-bb-le, s-i-n-g-le, p-u-zz-le**
- Apply** Read/Write: 'I **picked** the **little** **apple** off the tree.'



Review all new spellings and tricky words

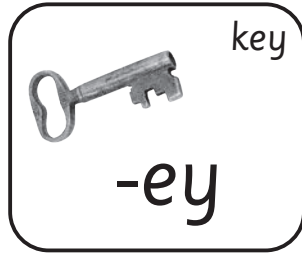
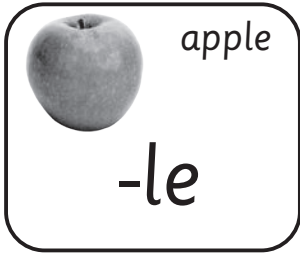
- Revisit** Alternative spellings /d/ **ed**, /t/ **ed**, /id/ **ed**, /ch/ **tch**, /ee/ **-y**, /ee/ **-ey**, /v/ **-ve**, /l/ **-le**
- Teach** That the spelling /oo/ can make a long or a short sound
- Practise** Blending/segmenting: **f-a-i-l-ed, t-a-nn-ed, j-u-m-p-ed, l-a-n-d-e-d, n-ee-d-e-d**
- Apply** Read/write the sentence 'I **watch** the **baby** **donkey** eat an **apple**.'

4b Review Week 4

Name _____



Draw a line to match the **new spellings** to their **sounds** .



ee

v

l

Draw a line to match the sentence to the picture.

The baby is very happy.

The honey came from the valley.

I have a massive gift to give you.

I picked a little apple off the tree.

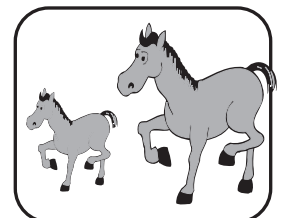
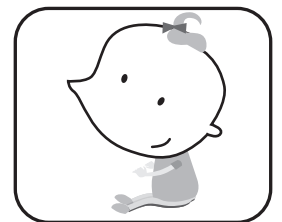
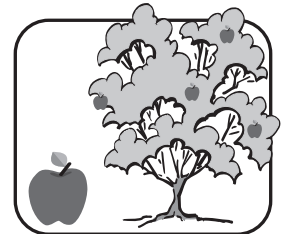
Give the baby donkey an apple.

✓ Put a tick next to the tricky words you know.

one



are



Lesson 17 /ow/ ou house

Tricky word: here

- Revisit** Alternative Spellings: /ee/ **ee, ea** /v/ **v, ve** /l/ **l, le**
 Say the sound and point to the picture for /ow/
 Invite the children to read: **now, town, crown, growl** (phase 3)
- Teach** /ow/ can also be written **ou** tricky word: **h-ere**
- Practise** Blending/segmenting: **ou-t, a-b-ou-t, ou-r, l-ou-d-e-s-t, sh-ou-t, f-ou-n-d**
- Apply** Read/Write: **We are proud of our car. It is not loud.**

/ow/



ou

Lesson 18 /ee/ ea seal

Tricky word: your

- Revisit** Alternative Spellings: /v/ **v, ve** /l/ **l, le** /ow/ **ow, ou**
 Say the sound and point to the picture for /ee/
 Invite the children to read: **tree, green, sleep, very, happy, trolley, key**
- Teach** /ee/ can also be written **ea** tricky word: **y-our**
- Practise** Blending/segmenting: **s-ea, s-ea-t, l-ea-s-t, t-r-ea-t, f-ea-s-t, b-ea-t, t-ea-m**
- Apply** Read/Write: **Can we eat cream by the sea?**

/ee/



ea

Lesson 19 /ai/ ay tray

Tricky word: asked

- Revisit** Alternative Spellings: /ee/ **ee, ea** /v/ **v, ve** /l/ **l, le** /ow/ **ow, ou**
 Say the sound and point to the picture for /ai/
 Invite the children to read: **train, wait, aim, sail** (phase 3)
- Teach** /ai/ can also be written **ay** tricky word - **a-s-k-ed**
- Practise** Blending/segmenting: **d-ay, s-t-r-ay, m-ay, t-r-ay, c-r-ay-o-n, p-l-ay, a-w-ay**
- Apply** Read/Write: **We are playing so go away rain.**

/ai/



ay



ai



ow



ay



ou

44 Sounds Cards

201 Mnemonic cards containing photographic examples for the 44 sounds and all their alternative spellings taught in Phase 5 (Product code: LT167)



Draw a line to match the **new spellings** to their **sounds**.



ow

ee

ai

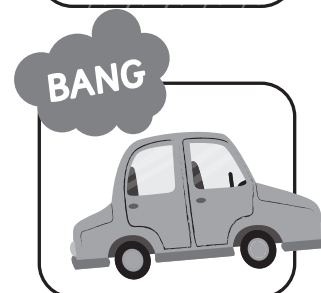
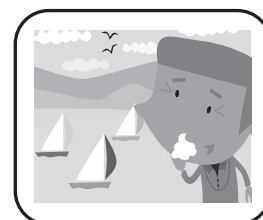
Draw a line to match the sentence to the picture.

We are proud of our loud car.

Can we eat cream by the sea?

We are playing so go away rain.

I dreamed I was playing in the clouds.



✓ Put a tick next to the tricky words you know.

here



your



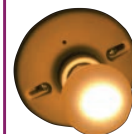
asked



Lesson 20 /igh/ ie pie

- Revisit** Alternative Spellings: /ee/ **ee, ea** /v/ **v, ve** /l/ **l, le** /ow/ **ow, ou**
 Say the sound and point to the picture for /igh/
 Invite the children to read: **sigh, night, tight, sight, fight** (phase 3)
- Teach** /igh/ can also be written **ie**
- Practise** Blending/segmenting: **p-ie, t-ie, c-r-ie-d, t-r-ie-d, s-p-ie-s**
- Apply** Read/Write: I found a **dried** plum in my **pie**.

/igh/

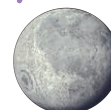


ie

Lesson 21 /oo/ ue glue

- Revisit** Alternative Spellings: /l/ **l, le** /ow/ **ow, ou** /igh/ **igh, ie**
 Say the sound and point to the picture for /oo/
 Invite the children to read: **moon, soon, zoo, boot** (phase 3)
- Teach** /oo/ can also be written **ue** Tricky word: **p-eo-p-le**
- Practise** Blending/segmenting: **b-l-ue, g-l-ue, t-r-ue, c-l-ue, v-a-l-ue, t-i-ss-ue**
- Apply** Read/Write: I fixed the **blue** tray with **glue**.

/oo/



ue

Lesson 22 /yoo/ ue Tuesday

- Revisit** Alternative Spellings: /ow/ **ow, ou** /igh/ **igh, ie**
 Say the sound and point to the picture for /oo/ **oo, ue**
 Invite the children to read: **moon, soon, zoo, blue, glue, true**
- Teach** That the grapheme **ue** can also be pronounced (**yoo**)
- Practise** Blending/segmenting: **c-ue, d-ue, v-e-n-ue, ar-g-ue, r-e-s-c-ue**
- Apply** Read/Write: It is hard to **argue** with a **statue**?

/oo/



/yoo/

Lesson 23 /oi/ oy boy Tricky word: people

- Revisit** Alternative Spellings: /igh/ **igh, ie** /oo/ **oo, ue** /yoo/ **ue**
 Say the sound and point to the picture for /oi/
 Invite the children to read: **oil, join, coil, soil** (phase 3)
- Teach** /oi/ can also be written **oy** **tricky word: p-eo-p-le**
- Practise** Blending/segmenting: **t-oy, j-oy, oy-s-t-er, a-nn-oy-i-ng**
- Apply** Read/Write: **Toys** bring **people** a lot of **joy**.

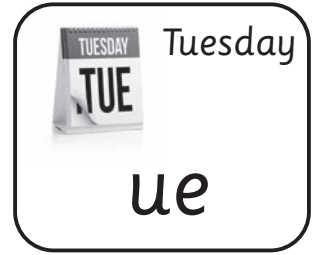
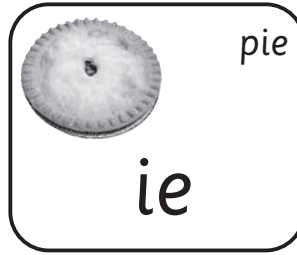
/oi/



oy

5a.2 Alternative pronunciations review for the grapheme ue

Draw a line to match the **new spellings** to their **sounds**.



igh

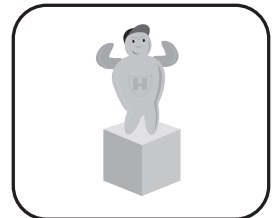
long
oo

yoo

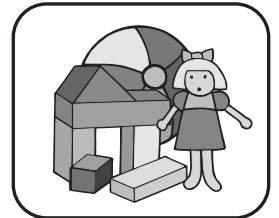
oi

Draw a line to match the sentence to the picture.

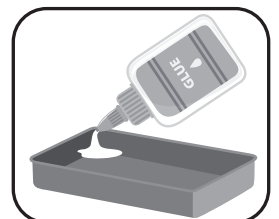
I found a dried plum in my pie.



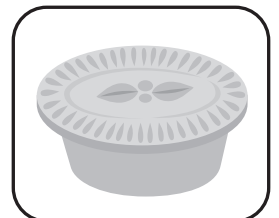
I fixed the blue tray with glue.



It is hard to argue with a statue.



Toys bring people a lot of joy.



✓ Put a tick next to the tricky word if you know it.

people



Write and draw your own story using words with ie, ue and oy.



Lesson 24 /or/ aw saw Tricky word: oh

- Revisit** Alternative Spellings: /igh/ igh, ie, /oo/ oo, ue /yoo/ ue /oi/ oi, oy
 Say the sound and point to the picture for /or/
 Invite the children to read: sort, order, born, morning (phase 3)
- Teach** /or/ can also be written aw **tricky word: oh**
- Practise** Blending/segmenting: p-aw, c-l-aw, j-aw, l-aw-n, y-aw-n, s-aw, d-aw-n
- Apply** Read/Write: Oh, look at the big claws on that paw.



Lesson 25 /ur/ ir bird Tricky word: Mr

- Revisit** Alternative Spellings: /oo/ oo, ue /yoo/ ue /oi/ oi, oy, /or/ or, aw
 Say the sound and point to the picture for /ur/
 Invite the children to read: fur, burn, burp, hurt (phase 3)
- Teach** /ur/ can also be written ir **tricky word: Mr**
- Practise** Blending/segmenting: g-ir-l, b-ir-d, sh-ir-t, sk-ir-t, f-ir-s-t, d-ir-t, ch-ir-p
- Apply** Read/Write: Mr Bird lost a button on his shirt.



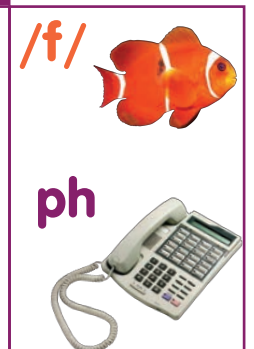
Lesson 26 /w/ wh wheel

- Revisit** Alternative Spellings: /oo/ oo, ue, /yoo/ ue, /oi/ oi, oy, /or/ or, w, /ur/ ur, ir
 Say the sound and point to the picture for /w/
 Invite the children to read: will, web, wig, well (phase 3)
- Teach** /w/ can also be written wh
- Practise** Blending/segmenting: wh-e-n, wh-i-ch, wh-i-s-p-er, wh-ir-l, wh-i-s-k
- Apply** Read/Write: When will we see their wheel?



Lesson 27 /f/ ph phone Tricky words: Mrs, Ms

- Revisit** Alternative Spellings: /yoo/ ue, /oi/ oi, oy, /or/ or, w, /ur/ ur, ir /w/ w, wh
 Say the sound and point to the picture for /f/
 Invite the children to read: fog, fit, fan (phase 2)
- Teach** /f/ can also be written ph **Tricky words: Mrs, Ms**
- Practise** Blending/segmenting: d-o-l-ph-in, e-l-e-ph-a-n-t, a-l-ph-a-b-e-t
- Apply** Read/Write: Is a dolphin smarter than an elephant?



Draw a line to match the **new spellings** to their **sounds** .



or

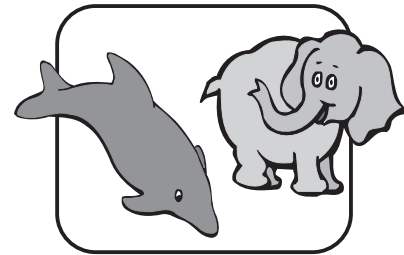
ur

w

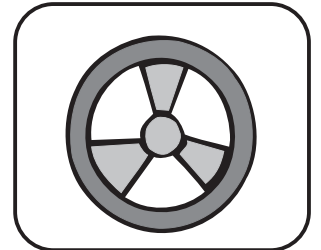
f

Match the sentence to the picture.

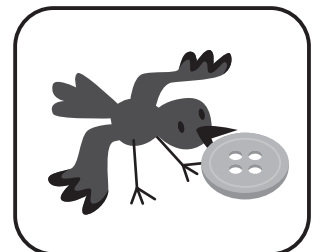
The cat lost a claw from its paw.



The bird took a button from the shirt.



When will we see their wheel?



Dolphins are smarter than elephants.



✓ Which tricky words do you know?

oh



Mr



Mrs



Ms



Lesson 28 /or/ au saucer

Tricky word: their

- Revisit** Alternative Spellings: /ur/ **ur**, **ir** /w/ **w**, **wh** /f/ **f**, **ph**
 Say the sound and point to the picture for /or/ **or**, **aw**
 Invite the children to read: **torn**, **fork**, saw, paw
- Teach** /or/ can also be written **au** *tricky word: th-eir*
- Practise** Blending/segmenting: l-**au**-n-ch, h-**au**-n-t-ed, a-s-t-r-o-n-**au**-t
- Apply** Read/Write: The astron**au**t waited for the rocket la**u**unch.



/or/



au

Lesson 29 /oo/ ew screw

- Revisit** Alternative Spellings: /oo/ **oo**, **ue** /yoo/ **ue**, /or/ **au**
 Say the sounds and point to the pictures for /oo/ **oo**, **ue**
 Invite the children to read: **too**, **zoo**, **boot**, **moon**, blue, glue
- Teach** /oo/ can also be written **ew**
- Practise** Blending/segmenting: b-l-**ew**, ch-**ew**, gr-**ew**, d-r-**ew**, f-l-**ew**
- Apply** Read/Write: The tree **grew** a lot in the spring.



/oo/

ew



Lesson 30 /yoo/ ew stew

- Revisit** Alternative Spellings: /oo/ **oo**, **ue** /yoo/ **ue**
 Say the sounds and point to the pictures for /oo/ **oo**, **ew**
 Invite the children to read: **boot**, **moon**, cue, venue blew, chew, grew, drew
- Teach** That the grapheme **ew** can also be pronounced /yoo/
- Practise** Blending/segmenting: s-t-**ew**, f-**ew**, n-e-ph-**ew**
- Apply** Read/Write: My **nephew** cooked a **stew**.



ew

/yoo/



ew

Lesson 31 /oa/ oe toe

Tricky Word: water

- Revisit** Alternative Spellings: /or/ **or**, **au** /oo/ **oo**, **ew** /yoo/ **ue**, **ew**
 Say the sound and point to the picture for /oa/
 Invite the children to read: **coat**, **goat**, **loaf**, **road** (phase 3)
- Teach** /oa/ can also be written **oe** *Tricky word: w-a-t-er*
- Practise** Blending/segmenting: t-**oe**, f-**oe**, w-**oe**, g-**oe**-s, t-o-m-a-t-**oe**-s
- Apply** Read/Write: I **stepped** on a bag of **tomatoe**s.



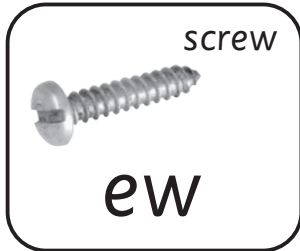
/oa/

oe



5a.4 Alternative pronunciations review for the grapheme ew

Draw a line to match the **new spellings** to their **sounds**.



or

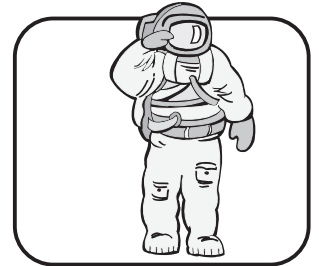
long
oo

yoo

oa

Match the sentence to the picture.

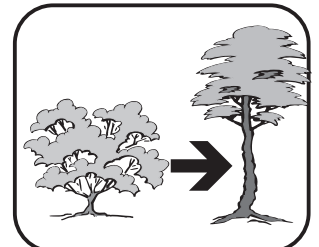
The astronaut waited for the rocket launch.



The tree grew a lot in the spring.



My nephew cooked a stew.



I tiptoed on a bag of tomatoes.



✓ Which tricky words can you read?

their



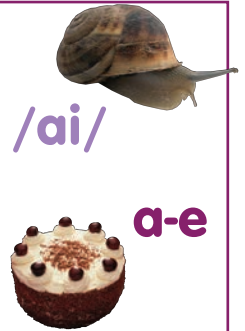
water



Lesson 32 /ai/ a-e cake

Introduce Split Digraphs

- Revisit** Say the sound and point to the picture for /ai/ ai, ay
Invite the children to read: wait, aim, sail, main, play, tray
- Teach** /ai/ can also be written a-e
- Practise** Blending/segmenting: came, made, make, same, snake
[] [] [] [] []
- Apply** Read/Write: I made a cake.



Lesson 33 /ee/ e-e centipede

- Revisit** Alternative Spellings: /ai/ ai, ay, a-e
Say the sound and point to the picture for /ee/ ee, ea
Invite the children to read: see, feet, jeep, week, very, happy, donkey, turkey
- Teach** /ee/ can also be written e-e
- Practise** Blending/segmenting: these, Steve, even, theme, complete
[] [] [] [] []
- Apply** Read/Write: These are the pages you need to complete.



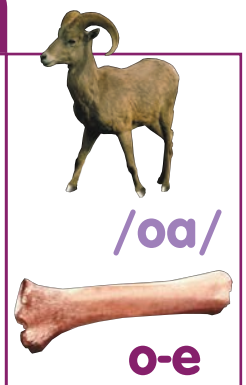
Lesson 34 /igh/ i-e dice

- Revisit** Alternative Spellings: /ai/ ai, ay, a-e /ee/ ee, y, ey, ea, e-e
Say the sound and point to the picture for /igh/ igh, ie
Invite the children to read: high, sigh, light, night, pie, lie, tie
- Teach** /igh/ can also be written i-e
- Practise** Blending/segmenting: time, bike, slide, prize
[] [] [] []
- Apply** Read/Write: I got a prize for the best time in the bike ride.

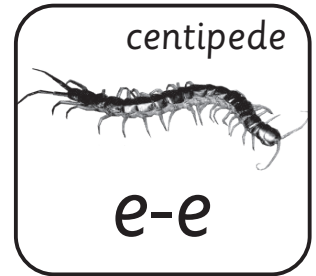
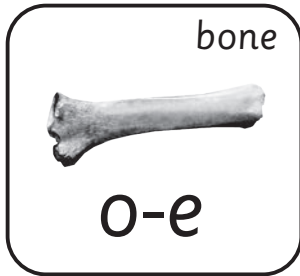


Lesson 35 /oa/ o-e goat

- Revisit** Alternative Spellings: /ee/ ee, y, ey, ea, e-e /igh/ igh, ie, i-e
Say the sound and point to the picture for /oa/ oa, oe
Invite the children to read: coat, goat, loaf, road, toe, hoe, woe
- Teach** /oa/ can also be written o-e
- Practise** Blending/segmenting: home, stone, explode, envelope
[] [] [] []
- Apply** Read/Write: The dog hid the bone under a stone.



Draw a line to match the **new spellings** to their **sounds** .



ai

ee

igh

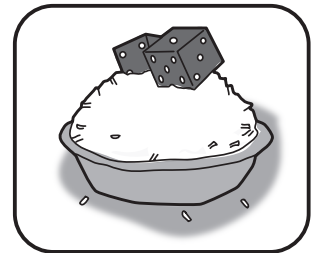
oa

Match the sentence to the picture.

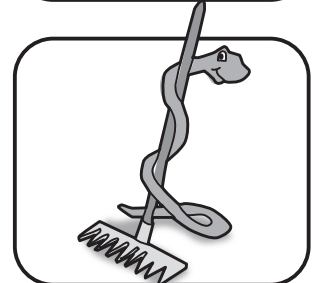
A snake on a rake.



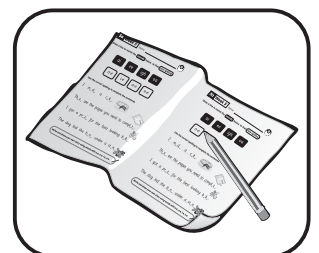
Complete these pages.



Dice in the rice.



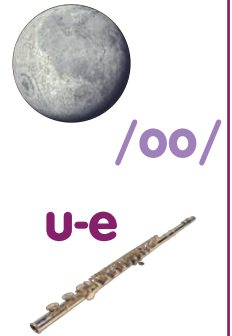
The dog took his bone home.



Write and draw your own story using the new spellings.

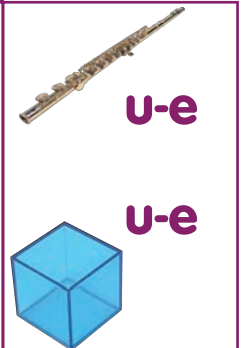
Lesson 36 /oo/ u-e flute

- Revisit** Alternative Spellings: /igh/ igh, ie, i-e /oa/ oa, oe, o-e
Say the sound and point to the picture for /oo/ oo, ue, ew
Invite the children to read: too, zoo, boot, moon, cue, venue, blew, chew
- Teach** /oo/ can also be written u-e
- Practise** Blending/segmenting: June, flute, rude, prune, rule
- Apply** Read/Write: I love the sound of the flute.



Lesson 37 /yoo/ u-e cube

- Revisit** Alternative Spelling: /yoo/ ue, ew
Say the sound and point to the picture for /oo/ oo, ue, ew, u-e
Invite the children to read: June, flute, rude, prune, rule
- Teach** That the grapheme u-e can also be pronounced /yoo/
- Practise** Blending/segmenting: cube, use, cute
- Apply** Read/Write: I used the cube as a seat.



Lesson 38 /zh/ su treasure

- Revisit** Alternative Spellings: /oo/ oo, ue, ew, u-e /yoo/ ue, ew, u-e
- Teach** Say the sound and point to the picture for /zh/
/zh/ can be written su
- Practise** Blending/segmenting: c-a-su-al, u-su-al,
- Apply** Read/Write: Usually I win the treasure.

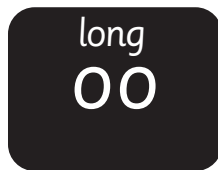
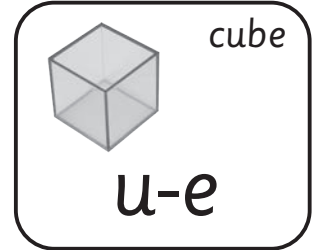
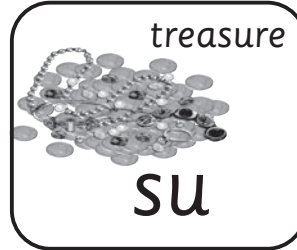
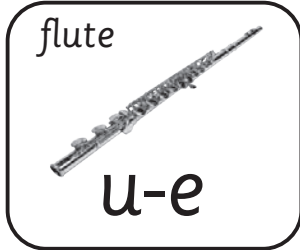


Lesson 39 /zh/ si vision Tricky Word: what

- Revisit** Alternative Spellings: /oo/ oo, ue, ew, u-e /yoo/ ue, ew, u-e
Say the sound and point to the picture for /zh/ su
Invite the children to read: casual, usual
- Teach** /zh/ can also be written si Tricky word: wh-a-t
- Practise** Blending/segmenting: v-i-si-o-n, o-cc-a-si-on
- Apply** Read/Write: Usually I win, but not on this occasion.



Draw a line to match the **new spellings** to their **sounds** .



Match the sentence to the picture.

I played the flute in June.



Tim used the cube as a seat.



Usually I win the treasure,
but not on this occasion.



✓ Can you read the tricky word?

what



Lesson 40 /s/ c city

Revisit	Alternative Spellings: /oo/ oo, ue, ew, u-e /yoo/ ue, ew, u-e /zh/ si, su Say the sound and point to the picture for /s/ s, ss Invite the children to read: sat, sun, sip, sad, fuss, mess, boss (phase 2)
Teach	/s/ can also be written c
Practise	Blending/segmenting: c-e-ll, a-c-i-d, i-c-y
Apply	Read/Write: It was an icy day in the city.



Lesson 41 /i/ g giraffe

Revisit	Alternative Spellings: /zh/ si, su /s/ s, ss, c Say the sound and point to the picture for /j/ Invite the children to read: jam, jacket, jet, jog (phase 3)
Teach	/j/ can also be written g Tricky word: f-r-ie-n-d
Practise	Blending/segmenting: g-e-n-t, g-e-m, m-a-g-i-c
Apply	Read/Write: I hid the magic gem in my bag.



Lesson 42 /sh/ ch chef

Revisit	Alternative Spellings: /zh/ si, su /s/ s, ss, c Say the sound and point to the picture for /sh/ Invite the children to read: ship, shop, shed, shell (phase 3)
Teach	/sh/ can also be written ch
Practise	Blending/segmenting: ch-e-f, b-r-o-ch-ure
Apply	Read/Write: The chef made a food brochure.



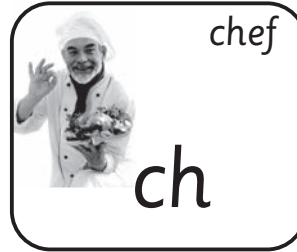
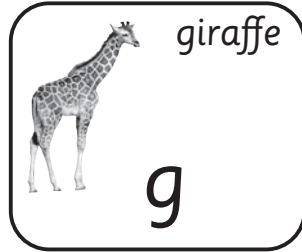
Lesson 43 /k/ ch christmas

Revisit	Alternative Spellings: /zh/ si, su /s/ s, ss, c /sh/ sh, ch Say the sound and point to the picture for /k/ Invite the children to read: kid, kit, Ken (phase 2)
Teach	/k/ can also be written ch
Practise	Blending/segmenting: s-ch-ool, ch-e-m-i-s-t, ch-or-d, ch-or-u-s
Apply	Read/Write: The school was closed on Christmas day.



5b.1 Alternative pronunciations review for the grapheme C

Draw a line to match the **new spellings** to their **sounds** .



Match the sentence to the picture.

It was an icy day in the city.

I hid the magic gem in my bag.

The chef made a food brochure.

School was closed on Christmas day.



Lesson 44

/igh/ y

fly

Tricky Word: eye

- Revisit** Say the sound and point to the picture for /igh/ igh, ie, i-e
Invite the children to read: high, sigh, light, night, pie, cried, time, invite
- Teach** /igh/ can also be written y **Tricky word: eye**
- Practise** **Blending/segmenting:** b-y, m-y, t-r-y, wh-y, d-r-y
- Apply** Read/Write: Try to spot the fly.



Lesson 45

/igh/ i

iron

- Revisit** Say the sound and point to the picture for /igh/ igh, ie, i-e, y
Invite the children to read: high, sigh, pie, cried, time, invite, try, my, by
- Teach** /igh/ can also be written i
- Practise** **Blending/segmenting:** m-i-n-d, f-i-n-d, w-i-l-d, b-l-i-n-d
- Apply** Read/Write: A wild cat is hard to find.

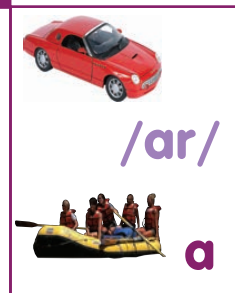


Lesson 46

/ar/ a

raft

- Revisit** Alternative Spellings: /igh/ igh, ie, i-e, y, i
Say the sound and point to the picture for /ar/
Invite the children to read: bar, car, card, jar (phase 3)
- Teach** /ar/ can also be written a
- Practise** **Blending/segmenting:** f-a-s-t, p-a-th, p-a-ss, f-a-th-er, b-a-th
- Apply** Read/Write: My father passed me the pees.

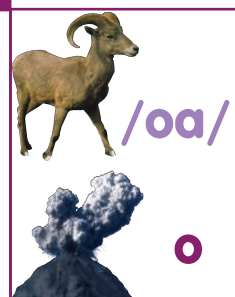


Lesson 47

/oa/ o

volcano

- Revisit** Alternative Spellings: /ar/ ar, a,
Say the sound and point to the picture for /oa/ oa, oe, o-e
Invite the children to read: coat, goat, loaf, road, toe, foe, bone, those
- Teach** /oa/ can also be written o
- Practise** **Blending/segmenting:** n-o, s-o, g-o, d-o-n't, b-o-th
- Apply** Read/Write: Don't go near the volcano. It's going to blow.



Lesson 48

/yoo/ u

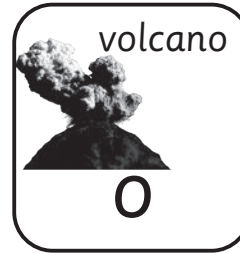
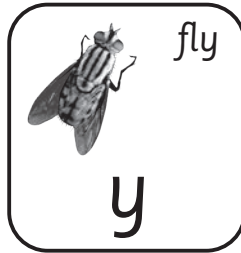
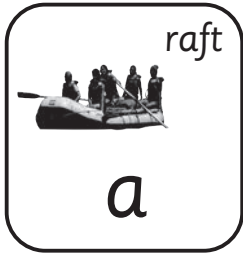
uniform

Tricky Word: again

- Revisit** Alternative Spellings: /oa/ oa, oe, o-e, o
Say the sound and point to the picture for /yoo/ ue, ew, u-e
Invite the children to read: hue, venue, stew, new, huge, cube, tube, use
- Teach** /yoo/ can also be written u **Tricky word: a-g-ai-n**
- Practise** **Blending/segmenting:** u-n-i-t, u-n-i-c-or-n, m-u-s-i-c
- Apply** Read/Write: The unicorn liked human music.



Draw a line to match the **new spellings** to their **sounds** .



yoo

ar

oa

igh

Draw a line to match the sentence to the picture.

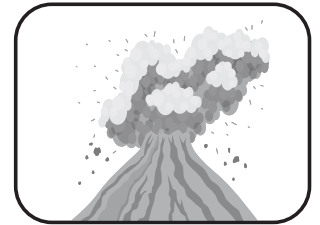
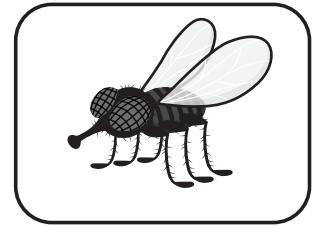
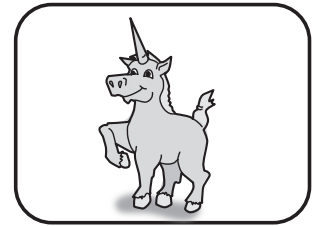
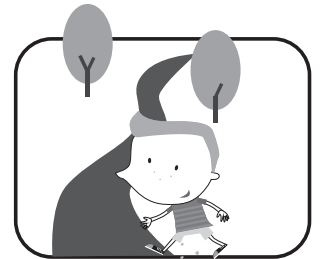
He ran fast down the garden path.

Try to spot the fly.

A wild cat is hard to find.

The volcano is going to blow.

The unicorn liked music.



✓ Put a tick next to the tricky words you know.

eye



again



Lesson 49 /e/ ea bread Tricky Words: any, many, friend

Revisit	Alternative Spellings: /oa/ oa, oe, o-e, o /yoo/ ue, ew, u-e, u Say the sound and point to the picture for /e/ Invite the children to read: get, pet, ten net
Teach	/e/ can also be written ea Tricky words: a-n-y, m-a-n-y, f-r-i-e-n-d
Practise	Blending/segmenting: h-ea-d, d-ea-d, d-ea-f, r-ea-d-y
Apply	Read/Write: The bread was ready to eat.



Lesson 50 /ee/ ie field Tricky Word: hour

Revisit	Alternative Spellings: /yoo/ ue, ew, u-e, u /e/ e, ea Say the sound and point to the picture for /ee/ ee, y, ey, ea, e-e Invite the children to read: jeep, week, very, happy, donkey, turkey, even, theme
Teach	/ee/ can also be written ie Tricky word: hour
Practise	Blending/segmenting: ch-ie-f, b-r-ie-f, f-ie-l-d, sh-ie-l-d
Apply	Read/Write: The chief of police found the thief .



Lesson 51 /ur/ er fern Tricky Word: work

Revisit	Alternative Spellings: /e/ e, ea, /ee/ ee, y, ey, ea, e-e, ie Say the sound and point to the picture for /ur/ ur, ir Invite the children to read: fur, burn, burp, hurt, bird, shirt, skirt
Teach	/ur/ can also be written er Tricky word: w-ork (not assessed)
Practise	Blending/segmenting: s-u-pp-er, h-er, f-er-n, s-t-er-n
Apply	Read/Write: The farmer grew herbs in her field.



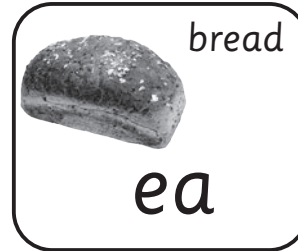
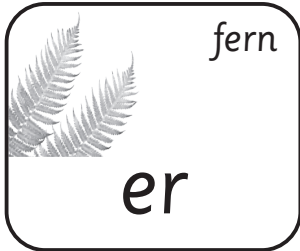
Lesson 52 /oa/ ow snow

Revisit	Alternative Spellings: /e/ e, ea, /ee/ ee, y, ey, ea, e-e, ie Say the sound and point to the picture for /oa/ oa, oe, o-e, o Invite the children to read: coat, goat, toe, foe, bone, those, no, go, both
Teach	/oa/ can also be written ow
Practise	Blending/segmenting: l-ow, g-r-ow, s-n-ow, g-l-ow, t-ow.
Apply	Read/Write: Dad towed a trailer full of snow .



5b.2 Alternative pronunciations review for the grapheme g

Draw a line to match the **new spellings** to their **sounds**.



e

ee

ur

oa

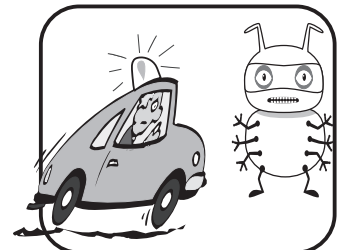
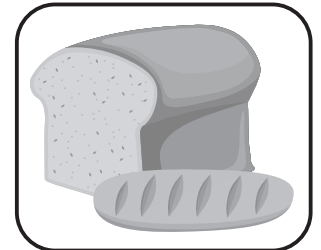
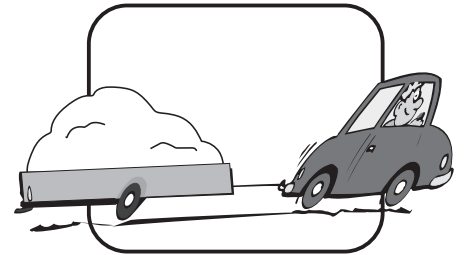
Draw a line to match the sentence to the picture.

The bread was ready to eat.

The police chief found the thief.

The farmer grew herbs in her field.

Dad towed a trailer full of snow.



✓ Put a tick next to the tricky words you know.

any



many



friend



hour



work



Lesson 53 /oo/ ou soup Tricky Word: through

Revisit Alternative Spellings: /ee/ ee, y, ey, ea, e-e, ie /oa/ oa, oe, o-e, o, ow

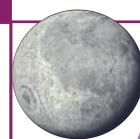
Say the sound and point to the picture for /oo/ oo, ue, ew, u-e

Invite the children to read: too, blew, chew, true, clue, flute, prune

Teach /oo/ can also be written ou *tricky word - th-rough*

Practise Blending/segmenting: y-ou, g-r-ou-p, s-ou-p

Apply Read/Write: You were the first in the group to eat the soup.



/oo/



ou

Lesson 54 /i/ y gymnast Tricky Word: pretty

Revisit Alternative Spellings: /oa/ oa, oe, o-e, o, ow /oo/ oo, ue, ew, u-e, ou

Say the sound and point to the picture for /i/

Invite the children to read: it, sit, nip, pin

Teach /i/ can also be written y *tricky word - p-re-tt-y*

Practise Blending/segmenting: g-y-m, m-y-s-t-e-r-y, p-y-r-a-m-i-d

Apply Read/Write: The crystals were in my gym bag.



/i/



y

Lesson 55 /ai/ a table

Revisit Alternative Spellings: /oo/ oo, ue, ew, u-e, ou /i/ i, y

Say the sound and point to the picture for /ai/ ai, ay, a-e

Invite the children to read: wait, aim, sail, tray, play, say, came, made, make

Teach /ai/ can also be written a

Practise Blending/segmenting: a-c-o-r-n, b-a-c-o-n, a-p-r-o-n

Apply Read/Write: Angel liked apricots stuffed with bacon.



/ai/



a

Lesson 56 /o/ a wash

Revisit Alternative Spellings: /i/ i, y /ai/ ai, ay, a-e, a

Say the sound and point to the picture for /o/

Invite the children to read: got, on, not, pot

Teach /o/ can also be written a

Practise Blending/segmenting: w-a-s, wh-a-t, w-a-sh, w-a-s-p

Apply Read/Write: Watch out for that wasp!



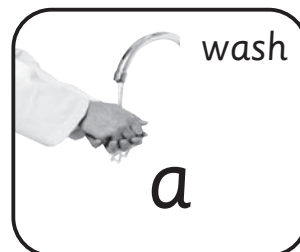
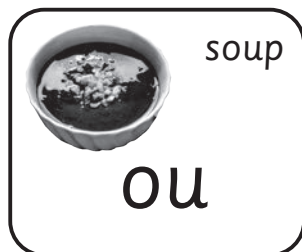
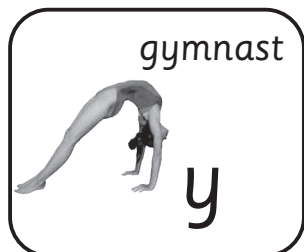
/o/



a

5b.3 Alternative pronunciations review for the grapheme ie

Draw a line to match the **new spellings** to their **sounds** .



short
oo

i

ai

o

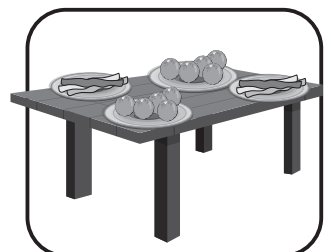
Draw a line to match the sentence to the picture.

You need to eat the soup.

The crystals were in my gym bag.

Apricots and bacon on a table.

Watch out for that wasp!



✓ Put a tick next to the tricky words you know.

pretty

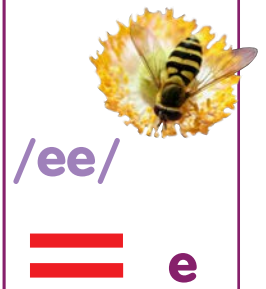


through



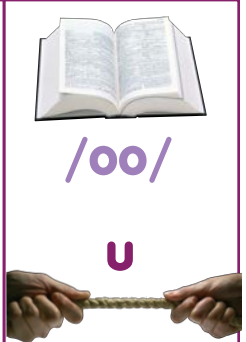
Lesson 57 /ee/ e equals Tricky Word: shoe

- Revisit** Alternative Spellings: /i/ i, y /ai/ ai, ay, a-e, a /o/ o, a
 Say the sound and point to the picture for /ee/ ee, y, ey, ea, e-e, ie
 Invite the children to read: jeep, very, happy, turkey, even, theme, chief, field
- Teach** /ee/ can also be written e **tricky word: sh-oe**
- Practise** Blending/segmenting: h-e, m-e, sh-e, w-e, b-e
- Apply** Read/Write: She told me to begin my cake.



Lesson 58 /oo/ u pull Tricky Word: two

- Revisit** Alternative Spellings: /o/ o, a /ee/ ee, y, ey, ea, e-e, ie
 Say the sound and point to the picture for /oo/
 Invite the children to read: look, foot, book, wood (phase 3)
- Teach** /oo/ can also be written u **tricky word: t-wo**
- Practise** Blending/segmenting: p-u-t, p-u-ll, p-u-sh, f-u-ll, b-u-sh
- Apply** Read/Write: Put the full bucket by the bush.



Lesson 59 /ai/ ey they

- Revisit** Alternative Spellings: /ee/ ee, y, ey, ea, e-e, ie /oo/ oo, u
 Say the sound and point to the picture for /ai/ ai, ay, a-e, a
 Invite the children to read: sail, main, play, tray, came, made, acorn, bacon
- Teach** /ai/ can also be written ey
- Practise** Blending/segmenting: th-ey, g-r-ey, o-b-ey, p-r-ey, s-ur-v-ey
- Apply** Read/Write: They had to obey the teacher.



Lesson 60 /oa/ ou boulder


- Revisit** Alternative Spellings: /oo/ oo, u /ai/ ai, ay, a-e, a, ey
 Say the sound and point to the picture for /oa/ oa, oe, o-e, o, ow
 Invite the children to read: coat, goat, toe, foe, bone, those, no, go, low, grow
- Teach** /oa/ can also be written ou
- Practise** Blending/segmenting: m-ou-l-d, sh-ou-l-d-er, b-ou-l-d-er
- Apply** Read/Write: I hurt my shoulder on a boulder.





5b.4 Alternative pronunciations review for the grapheme ow

Draw a line to match the **new spellings** to their **sounds**.

they
ey

boulder

ou

pull

u

equals

e

short
oo

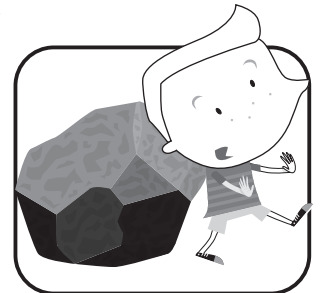
ee

ai

oa

Draw a line to match the sentences with the picture.

She told me to eat my cake.



Put the full bucket by the bush.

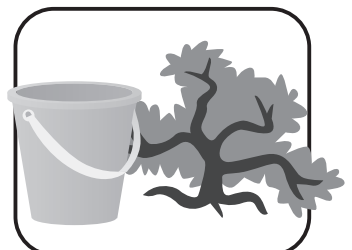


They had to obey the teacher.



I hurt my shoulder on a boulder.

✓ Put a tick next to the tricky words you know.



shoe



two



Lesson 61 /l/ el tunnel

- Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey /oa/ oa, oe, o-e, o, ow, ou
Say the sound and point to the picture for /l/ l, le
Invite the children to read: lap, let, kettle, bottle, puddle
- Teach** /l/ can also be written el
- Practise** Blending/segmenting: l-e-v-el, m-o-d-el, p-a-n-el, t-u-nn-el
- Apply** Read/Write: I made a tunnel for my model train.



Lesson 62 /l/ al crystal

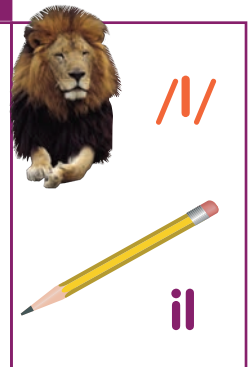
Tricky Word: once

- Revisit** Alternative Spellings: /s/ s, c /j/ j, g
Say the sound and point to the picture for /l/ l, le, el
Invite the children to read: lap, let, kettle, bottle, puddle, level, model
- Teach** /l/ can also be written al **tricky word: o-n-ce**
- Practise** Blending/segmenting: a-n-i-m-al, g-e-n-er-al, l-o-c-al
- Apply** Read/Write: My sick dog went to the animal hospital.



Lesson 63 /l/ il pencil

- Revisit** Alternative Spellings: /s/ s, c /j/ j, g
Say the sound and point to the picture for /l/ l, le, el, al
Invite the children to read: lap, kettle, bottle, puddle, level, model general, local
- Teach** /l/ can also be written il
- Practise** Blending/segmenting: f-o-ss-il, p-e-n-c-il, p-u-p-il, u-n-t-il
- Apply** Read/Write: The pupil held her pencil.



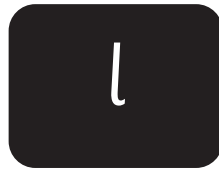
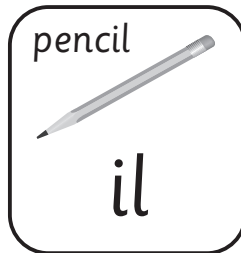
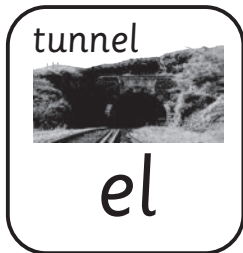
Lesson 64 /m/ mn mb autumn thumb

- Revisit** Alternative Spellings: /l/ l, le, el, al, il
Say the sound and point to the picture for /m/
Invite the children to read: man, mat
- Teach** /m/ can also be written mb and mn
- Practise** Blending/segmenting: c-l-i-mb, c-o-mb, l-a-mb, l-i-mb, au-t-u-mn, c-o-l-u-mn
- Apply** Read/Write: The plumber found a comb in the pipe.



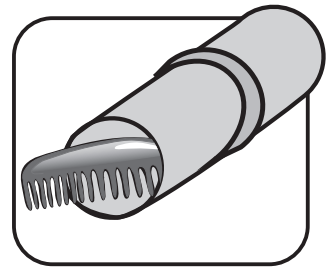
5c.1 Alternative pronunciations review for the grapheme e

Draw a line to match the **new spellings** to their **sounds** .



Draw a line to match the sentence to the picture.

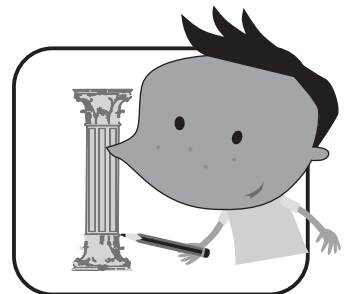
I made a tunnel for my model train.



My sick dog was in the animal hospital.



The pupil drew a column with his pencil.



The plumber found a comb in the pipe.



✓ Put a tick next to the tricky word if you know it.

once



Lesson 65 /s/ se house

Revisit Alternative Spellings: /l/ l, le, el, al, il /m/ m, mb, mn

Say the sound and point to the picture for /s/ s, c

Invite the children to read: sock, snake, icy, acid

Teach /s/ can also be written se

Practise Blending/segmenting: h-or-se, h-ou-se, m-ou-se, s-e-n-se

Apply Read/Write: I found a mouse in our house.



Lesson 66 /s/ ce fence

Tricky Word: once

Revisit Alternative Spellings: /m/ m, mb

Say the sound and point to the picture for /s/ s, c, se

Invite the children to read: sock, snake, icy, acid, horse, house, mouse

Teach /s/ can also be written ce **tricky word: o-n-ce**

Practise Blending/segmenting: p-r-i-n-ce, f-e-n-ce, b-ou-n-ce

Apply Read/Write: The prince liked to bounce on the bed.



Lesson 67 /z/ se cheese

Revisit Alternative Spellings: /s/ s, c, se, ce

Say the sound and point to the picture for /z/ z, zz

Invite the children to read: zip, zebra, buzz, jazz

Teach /z/ can also be written se

Practise Blending/segmenting: ch-ee-se, ch-oo-se, n-oi-se, t-ea-se

Apply Read/Write: Please don't tease the mouse with cheese.



Lesson 68 /z/ ze breeze

Revisit Alternative Spellings: /s/ s, c, se, ce

Say the sound and point to the picture for /z/ z, zz, ze

Invite the children to read: zip, zebra, buzz, jazz, cheese, choose, noise

Teach /z/ can also be written ze

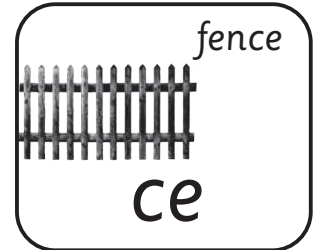
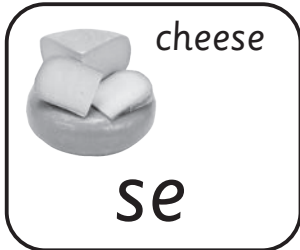
Practise Blending/segmenting: b-r-ee-ze, f-r-ee-ze, s-n-ee-ze

Apply Read/Write: I am going to freeze in this breeze.



5c.2 Alternative pronunciations review for the grapheme ea

Draw a line to match the **new spellings** to their **sounds**.

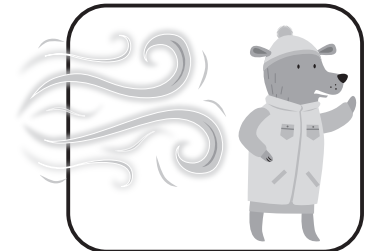


Draw a line to match the sentence to the picture.

I found a mouse on our house.



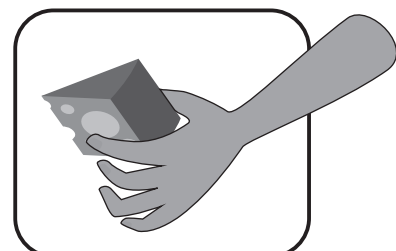
The prince liked to bounce on the bed.



Please don't tease me with cheese.



I am going to freeze in this breeze.



✓ Put a tick next to the tricky word if you know it.

once



Lesson 69 /sh/ ti station

- Revisit** Alternative Spellings: /oi/oi, oy /ch/ ch, tch, t(ure)
Say the sound and point to the picture for /sh/ sh, ch
Invite the children to read: ship, shell, chef, brochure
- Teach** /sh/ can also be written ti
- Practise** Blending/segmenting: f-i-c-ti-o-n, n-a-ti-o-n, s-t-a-ti-o-n
- Apply** Read/Write: I went to the train station.



Lesson 70 /sh/ ci facial

- Revisit** Alternative Spellings: /or/or, aw, au /ch/ ch, tch, t(ure)
Say the sound and point to the picture for /sh/ sh, ch, ti
Invite the children to read: ship, shell, chef, brochure, fiction, nation, station
- Teach** /sh/ can also be written ci Tricky word: b-eau-t-f-u-l
- Practise** Blending/segmenting: f-a-ci-al, o-ff-i-ci-al, s-p-e-ci-al
- Apply** Read/Write: I got my mother a facial for a special treat.



Lesson 71 /sh/ ssi passion

- Revisit** Alternative Spellings: /oo/ oo, ue, ew, u-e, ou /yoo/ ue, ew, u-e, u
Say the sound and point to the picture for /sh/ sh, ch, ti, ci
Invite the children to read: ship, chef, fiction, nation, station, facial, official
- Teach** /sh/ can also be written ssi
- Practise** Blending/segmenting: m-i-ssi-o-n, p-a-ssi-o-n, s-e-ssi-o-n
- Apply** Read/Write: I went on a mission to find passion fruit.



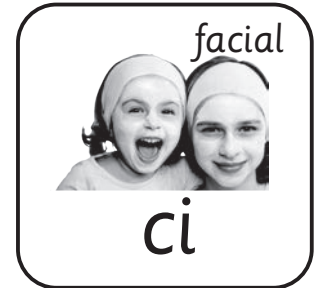
Lesson 72 /ch/ t(ure) adventure Tricky Word: beautiful

- Revisit** Alternative Spellings: /z/ z, zz, ze /oi/oi, oy
Say the sound and point to the picture for /ch/ ch, tch
Invite the children to read: chop, such, hatch, patch, catch
- Teach** /ch/ can also be written t(ure) tricky word: b-eau-t-i-f-u-l
- Practise** Blending/segmenting: a-d-v-e-n-t-ure, c-a-p-t-ure, c-r-ea-t-ure
- Apply** Read/Write: I went on an adventure to capture a bug.



5c.3 Alternative pronunciations review for the grapheme i

Draw a line to match the **new spellings** to their **sounds**.



sh

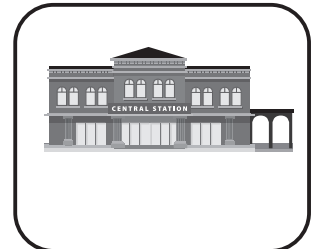
ch

Draw a line to match the sentence to the picture.

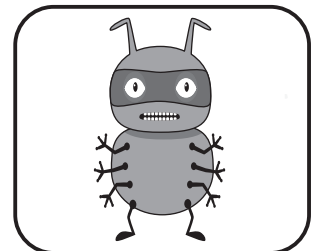
I went to the train station.



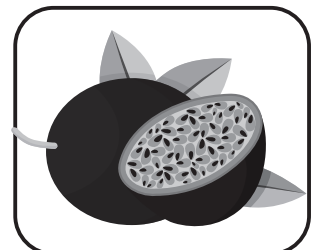
I got a facial for a special treat.



I'm on a mission to find passion fruit.



I'm on an adventure to capture a bug.



✓ Put a tick next to the tricky word if you know it.

beautiful



Lesson 73 /ng/ n(k) sink

Revisit Alternative Spellings: /ch/ ch, tch, t(ure) /sh/ sh, ch, ti, ci, ssi

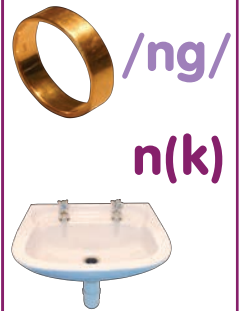
Say the sound and point to the picture for /ng/

Invite the children to read: ring, song, wing, king

Teach /ng/ can also be written n(k)

Practise Blending/segmenting: b-a-nk, b-l-i-nk, ch-u-n-k, j-u-n-k,

Apply Read/Write: The king had a pink sink.



Lesson 74 /zh/ ge camouflage

Revisit Alternative Spellings: /sh/ sh, ch, ti, ci, ssi /ng/ ng, n(k)

Say the sound and point to the picture for zh/ su, si

Invite the children to read: casual, usual, vision, division

Teach /zh/ can also be written ge

Practise Blending/segmenting: c-a-su-a-l, u-su-a-l, v-i-si-o-n

Apply Read/Write: I need a foot massage.



Lesson 75 /j/ dge hedge

Revisit Alternative Spellings: /ng/ ng, n(k) /zh/ su, si, ge

Say the sound and point to the picture for /j/ j, g

Invite the children to read: jam, jacket, gem, magic

Teach /j/ can also be written dge

Practise Blending/segmenting: b-r-i-dge, e-dge, h-e-dge, j-u-dge

Apply Read/Write: I stood on the edge of the ridge.



Lesson 76 /j/ ge orange

Revisit Alternative Spellings: /zh/ su, si, ge

Say the sound and point to the picture for /j/ j, g, dge

Invite the children to read: jam, jacket, gem, magic, hedge, bridge, edge

Teach /j/ can also be written ge

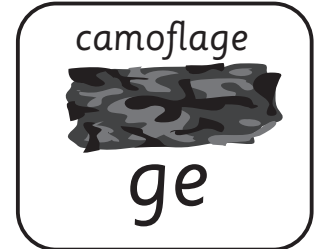
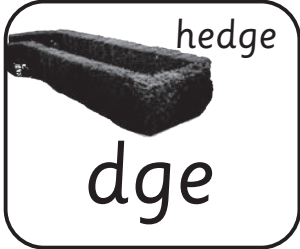
Practise Blending/segmenting: l-ar-ge, o-r-a-n-ge, h-i-n-ge

Apply Read/Write: I picked a large orange.



5c.4 Alternative pronunciations review for the grapheme o

Draw a line to match the **new spellings** to their **sounds**.



ng

zh

j

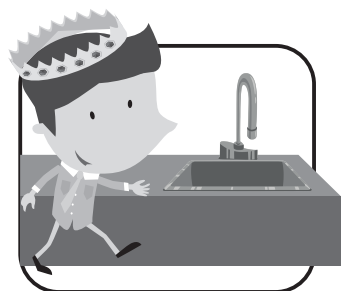
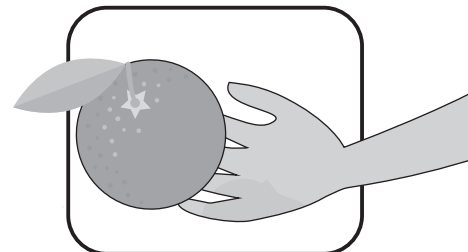
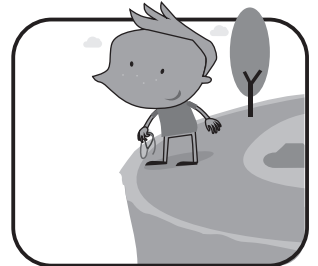
Draw a line to match the sentence to the picture.

The king had a pink sink.

I need a foot massage.

I stood on the edge of the ridge.

I picked a large orange.



Lesson 77 /r/ wr write Tricky word: different

- Revisit** Alternative Spellings: /j/ j, g, dge, ge
Say the sound and point to the picture for /r/
Invite the children to read: rat, rabbit
- Teach** /r/ can also be written **wr** *tricky word: d-i-ff-e-r-e-n-t*
- Practise** Blending/segmenting: **wr-a-p**, **wr-e-ck**, **wr-i-s-t**, **wr-o-ng**
- Apply** Read/Write: Dad gave me the **wr**ong **wr**ap in my lunch.



Lesson 78 /n/ gn gnome Tricky word: thought

- Revisit** Alternative Spellings: /sh/ sh, ch, ti, ci, ssi /r/ r, wr
Say the sound and point to the picture for /n/
Invite the children to read: nip, nest
- Teach** /n/ can also be written **gn** *tricky word: th-ough-t*
- Practise** Blending/segmenting: **d-e-s-i-gn**, **gn-o-me**, **gn-aw**, **s-i-gn**
- Apply** Read/Write: The **gn**ome designed a sign.



Lesson 79 /n/ kn knight

- Revisit** Alternative Spellings: /sh/ sh, ch, ti, ci, ssi /r/ r, wr
Say the sound and point to the picture for /n/ n, gn
Invite the children to read: nip, nest, design, gnome, gnaw, sign
- Teach** /n/ can also be written **kn**
- Practise** Blending/segmenting: **kn-ee**, **k-n-igh-t**, **kn-o-ck**, **kn-o-t**
- Apply** Read/Write: I **kn**ocked on the **kn**ight's window.



Lesson 80 /oo/ oul could Tricky word: busy

- Revisit** Alternative Spellings: /ng/ ng, n(k) /n/ n, gn, kn
Say the sound and point to the picture for /oo/ oo, u
Invite the children to read: look, book, put, push
- Teach** /oo/ can also be written **oul** *tricky word: b-u-s-y*
- Practise** Blending/segmenting: **c-oul-d**, **sh-oul-d**, **w-oul-d**
- Apply** Read/Write: I **would** have a rocket if I **could**.



5c.5 Alternative pronunciations review for the grapheme ou

Draw a line to match the **new spellings** to their **sounds**.

could
oul



gnome

gn

write



wr



knight

kn

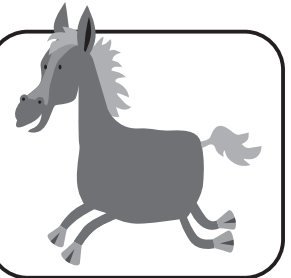
r

n

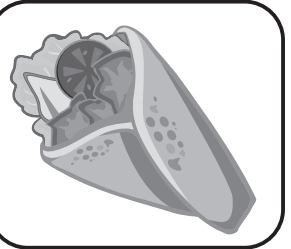
short
oo

Draw a line to match the sentence to the picture.

I got the wrong wrap in my lunch.



The gnome designed a sign.



I knocked on the knight's window.



I would have a horse if I could.



✓ Put a tick next to the tricky words you know.

busy



different



thought



Lesson 81 /air/ are square

Revisit Alternative Spellings: /ch/ **ch**, **tch**, **t(ure)** /oo/ **oo**, **u**, **oul**

Say the sound and point to the picture for /air/

Invite the children to read: air, fair, hair, pair

Teach /air/ can also be written **are**

Practise Blending/segmenting: **c-are**, **d-are**, **f-are**, **r-are**, **sh-are**, **s-c-are**

Apply Read/Write: The vet took **care** of the **rare** bird.



/air/



are

Lesson 82 /air/ ear pear

Revisit Alternative Spellings: /ee/ **ee**, **y**, **ey**, **ea**, **e-e**, **ie** /oo/ **oo**, **u**, **oul**

Say the sound and point to the picture for /air/ **air**, **are**

Invite the children to read: chair, fair, care, dare, fare, rare, share

Teach /air/ can also be written **ear**

Practise Blending/segmenting: **b-ear**, **p-ear**, **s-w-ear**, **t-ear**, **w-ear**

Apply Read/Write: I **swear** I did not eat the **pear**.



/air/



ear

Lesson 83 /ar/ al palm

Tricky word: laugh

Revisit Alternative Spellings: /igh/ **igh**, **ie**, **i-e**, **y**, **i** /air/ **air**, **are**, **ear**

Say the sound and point to the picture for /ar/ **ar**, **a**

Invite the children to read: car, fast, path, father

Teach /ar/ can also be written **al** **tricky word: lau-gh**

Practise Blending/segmenting: **al-m-o-n-d**, **c-al-f**, **c-al-m**, **h-al-f**

Apply Read/Write: He shared **half** an **almond** with me.



/ar/



al

Lesson 84 /ear/ eer deer

Revisit Alternative Spellings: /air/ **air**, **are**, **ear** /ar/ **ar**, **a**, **al**

Say the sound and point to the picture for /ear/

Invite the children to read: gear, near

Teach /ear/ can also be written **eer**

Practise Blending/segmenting: **d-eer**, **j-eer**, **p-eer**, **sh-eer**, **s-t-eer**, **v-eer**

Apply Read/Write: The crowd **sneered** and **jeered**.



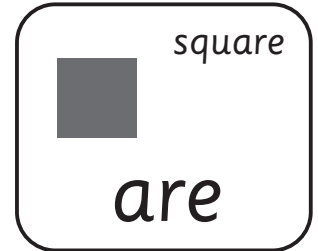
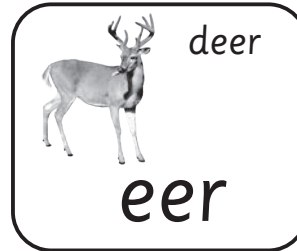
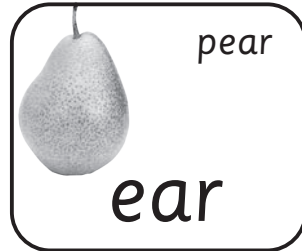
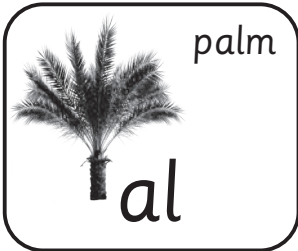
/ear/



eer

5d.1 Alternative pronunciations review for the grapheme ey

Draw a line to match the **new spellings** to their **sounds** .



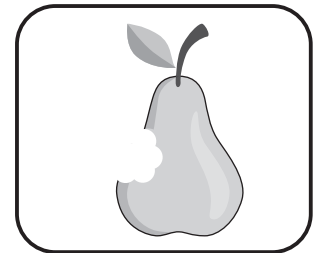
air

ar

ear

Draw a line to match the sentence to the picture.

The vet took care of the rare bird.



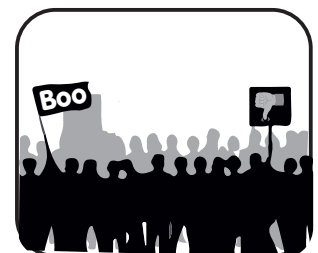
I swear I did not eat the pear.



He shared half an almond with me.



The crowd sneered and jeered.



✓ Put a tick next to the tricky word if you know it.

laugh



Lesson 85 /ear/ ere here

Revisit Alternative Spellings: /oa/ oa, oe, o-e, o /ar/ ar, a, al

Say the sound and point to the picture for /ear/ ear, eer

Invite the children to read: gear, near

Teach /ear/ can also be written ere

Practise Blending/segmenting: h-ere, m-ere, s-e-v-ere, s-i-n-c-ere

Apply Read/Write: It is better to be sincere than severe.



/ear/

ere

here

Lesson 86 /or/ ore core

Revisit Alternative Spellings: /ar/ ar, a, al /ear/ ear, eer, ere

Say the sound and point to the picture for /or/ or, aw, au

Invite the children to read: torn, fork, saw, paw, launch, haunted

Teach /or/ can also be written ore

Practise Blending/segmenting: b-e-f-ore, c-ore, m-ore, s-t-ore

Apply Read/Write: I need to get more bread from the store.

/or/



ore

Lesson 87 /ur/ or world

Revisit Alternative Spellings: /s/ s, ss, c, ture /or/ or, aw, au, ore

Say the sound and point to the picture for /ur/ ur, ir, er

Invite the children to read: burn, hurt, shirt, thirteen, fern, her

Teach /ur/ can also be written or

Practise Blending/segmenting: w-or-d, w-or-l-d, w-or-m, w-or-se

Apply Read/Write: That is the worst worm in the world.



/ur/



Lesson 88 /ur/ ear heard

Revisit Alternative Spellings: /sh/ ch, ti, ci, ssi /or/ or, aw, au, ore

Say the sound and point to the picture for /ur/ ur, ir, er, or

Invite the children to read: burn, thirteen, fern, her, world, word, worse

Teach /ur/ can also be written ear

Practise Blending/segmenting: ear-l-y, ear-th, h-ear-d, l-ear-n

Apply Read/Write: We got up early to search the earth.



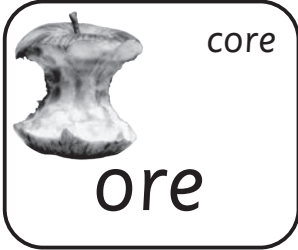
/ur/

heard

ear

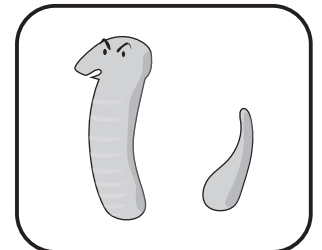
5d.2 Alternative pronunciations review for the grapheme y

Draw a line to match the **new spellings** to their **sounds**.



Draw a line to match the sentence to the picture.

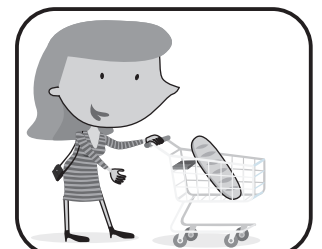
It is better to be sincere than severe.



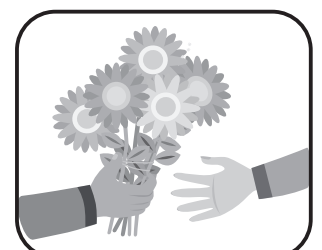
I get more bread from the store.



That is the worst worm in the world.



We got up early to search the earth.



Lesson 89 /ai/ eabreak

- Revisit** Alternative Spellings: /or/ or, aw, au, ore /ur/ ur, ir, or, ear
Say the sound and point to the picture for /ai/ ai, ay, a-e, a, ey
Invite the children to read: main, play, tray, came, apron, baby, they, prey
- Teach** /ai/ can also be written ea
- Practise** Blending/segmenting: b-r-ea-k, g-r-ea-t, s-t-ea-k
- Apply** Read/Write: I had a great steak for dinner.



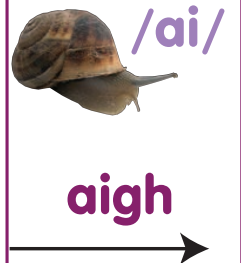
Lesson 90 /ai/ eigh eight

- Revisit** Alternative Spellings: /ur/ ur, ir, or, ear
Say the sound and point to the picture for /ai/ ai, ay, a-e, a, ey, ai
Invite the children to read: main, play, came, apron, they, break, great, steak
- Teach** /ai/ can also be written eigh
- Practise** Blending/segmenting: eigh-t, f-r-eigh-t, w-eigh
- Apply** Read/Write: I had to weigh my freight.



Lesson 91 /ai/ aigh straight

- Revisit** Say the sound and point to the picture for /ai/ ai, ay, a-e, a, ey, ai, eigh
Invite the children to read: main, play, came, apron, baby, they, prey
break, great, steak, eight, freight, neighbour, weigh
- Teach** /ai/ can also be written aigh
- Practise** Blending/segmenting: s-t-r-aigh-t
- Apply** Read/Write: I used a ruler to make a straight line.



Lesson 92 /u/ o-e some

- Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey, ai, eigh, aigh
Say the sound and point to the picture for /u/
Invite the children to read: under, such
- Teach** /u/ can also be written o-e
- Practise** Blending/segmenting: come, some, something
- Apply** Read/Write: Can I come and bring you something?



5d.3 Alternative pronunciations review for the grapheme a

Draw a line to match the **new spellings** to their **sounds**.

some

o-e

straight

aigh

break

ea

8

eight

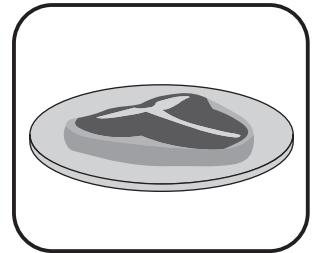
eigh

ai

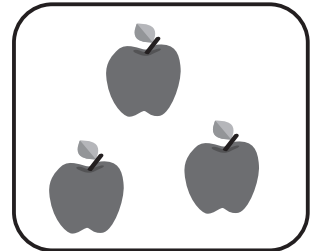
u

Draw a line to match the sentence to the picture.

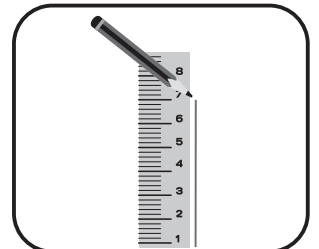
I had a great steak for dinner.



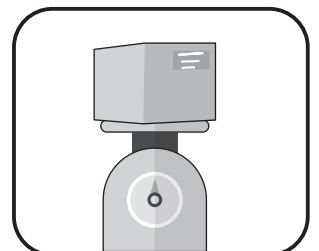
I had to weigh my freight.



I used a ruler to make a straight line.



I would love some apples.



Lesson 93 /u/ ou touch

- Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey, ai, eigh, aigh
 Say the sound and point to the picture for /u/ u, o-e
 Invite the children to read: under, some, come, something
- Teach** /u/ can also be written ou
- Practise** Blending/segmenting: c-ou-p-le, c-ou-s-i-n, r-ou-gh, t-ou-ch
- Apply** Read/Write: My **c**ousin is a cross **c**ountry runner.



Lesson 94 /air/ ere there Tricky Word: improve

- Revisit** Alternative Spellings: /ai/ ai, ay, a-e, a, ey, ai, eigh, aigh /u/ u, o-e, ou
 Say the sound and point to the picture for /air/ air, are, ear
 Invite the children to read: chair, fair, care, dare, fare, bear, pear, swear, tear
- Teach** /air/ can also be written ere **tricky word: i-m-p-r-o-v-e**
- Practise** Blending/segmenting: n-o-wh-ere, th-ere, wh-ere
- Apply** Read/Write: I could not find my toy anywhere.



Lesson 95 /s/ st sc scent whistle Tricky Word: move

- Revisit** Alternative Spellings: /u/ u, o-e, ou /air/ air, are, ear, ere
 Say the sound and point to the picture for /s/ s, c, se, ce
 Invite the children to read: sock, snake, icy, acid, horse, house, prince, fence
- Teach** /s/ can also be written st sc **tricky word: m-o-v-e**
- Practise** Blending/segmenting: c-r-e-s-c-e-n-t, sc-e-n-t, sc-ene, l-i-st-en, wh-i-st-le
- Apply** Read/Write: The **s**cen in the **s**cience lab was bad.



Lesson 96 /or/ oar oar

- Revisit** Alternative Spellings: /air/ air, are, ear, ere /s/ s, c, se, ce, st, sc
 Say the sound and point to the picture for /or/ or, aw, au, ore
 Invite the children to read: fork, cork, saw, paw, before, core, launch, haunted
- Teach** /or/ can also be written oar
- Practise** Blending/segmenting: b-oar-d, oar, s-oar
- Apply** Read/Write: The key was hidden under a **b**oard.



5d.4 Alternative pronunciations review for the grapheme ch

Draw a line to match the **new spellings** to their **sounds**.


there
ere

touch

ou

oar

oar

scent

sc

whistle

st

u

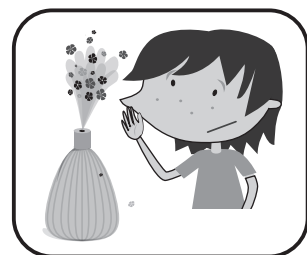
air

s

or

Draw a line to match the sentence to the picture.

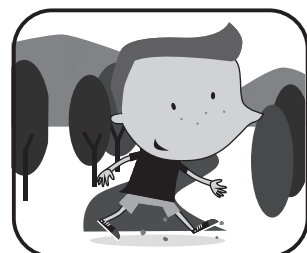
My cousin is a cross country runner.



I could not find my toy anywhere.



I listened to the science experiment.



The key was hidden under a board.



✓ Put a tick next to the tricky words you know.

improve ☐

move ☐

Lesson 97 /or/ oor door

- Revisit** Alternative Spellings: /s/ s, c, se, ce, st, sc
Say the sound and point to the picture for /or/ or, aw, au, ore, oar
Invite the children to read: cork, saw, before, core, launch, board, soar, oar
- Teach** /or/ can also be written oor
- Practise** Blending/segmenting: f-l-oor, d-oor, p-oor
- Apply** Read/Write: The key to the door was hidden under a floorboard.



Lesson 98 /or/ al a walk water

- Revisit** Say the sound and point to the picture for /or/ or, aw, au, ore, oar, oor
Invite the children to read: torn, cork, before, core, more, saw, paw, launch, haunted, board, soar, oar, floor, door, poor
- Teach** /or/ can also be written al / a
- Practise** Blending/segmenting: al-l, s-m-al-l, t-al-k, w-al-k / w-a-t-er
- Apply** Read/Write: I always go for a walk by the water.



Lesson 99 /or/ our four

- Revisit** Say the sound and point to the picture for /or/ or, aw, au, ore, oar, oor, al, a
Invite the children to read: torn, cork, before, core, more, saw, paw, launch, haunted board, soar, oar, floor, door, poor, all, small, talk, walk, water
- Teach** /or/ can also be written our
- Practise** Blending/segmenting: c-our-se, c-our-t, f-our, p-our, y-our
- Apply** Read/Write: Your game is on the far court.



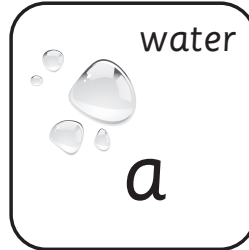
Lesson 100 /or/ augh caught

- Revisit** Say the sound and point to the picture for /or/ or, aw, au, ore, oar, oor, al, a
Invite the children to read: torn, cork, paw, saw, launch, haunted, core, more, board, oar, floor, door, all, small, talk, walk, water, course, court, four, pour
- Teach** /or/ can also be written augh
- Practise** Blending/segmenting: c-augh-t, t-augh-t, d-augh-t-er
- Apply** Read/Write: I caught the ball my daughter threw.



5d.5 Alternative pronunciations review for the grapheme U

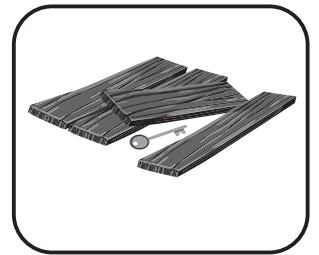
Draw a line to match the **new spellings** to their **sounds**.



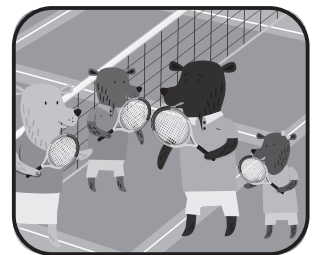
or

Draw a line to match the sentence to the picture.

The key to the door is under the floor.



I always go for a walk by the water.



Your game is on the far court.



My daughter caught the ball.



Name _____

Match the **sounds** below to the picture.

s

a

t

p

i

n

m

d

g

o



_og



_nake



_oat



_onkey



_est



_ig



_iger



_pple



_nk



_range

c

k

ck

e

u

r

h

b

f

ff



_ish



_orse



_ey



_at



_abbit



clo__



_gg



_mbrella



_all



pu__

l

ll

ss

j

v

w

x

y

z

zz



_am



_ion



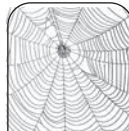
ki__



be__



_an



_eb



bo__



_o_o



_ebra



bu__



Put a tick next to the tricky words you know.

is



the



no



go



I



into



to



his



has



as



put



of



Draw a line to match the words with the **sounds** below.

Sounds like

ur



a curl on the surf

Sounds like

schwa
er



hammerer hammerer

letterer

turnip

hurt

ladderer

burp

curl

supperer

fur

dinnerer

boxer

4b.3

OO

Name _____

Draw a line to match the words with the **sounds** below.

Sounds like

short
OO



look at my book

Sounds like

long
OO



zoom to the moon

boot

look

foot

food

took

soon

zoo

book

cook

good

Write and draw your own story using OO words.



Alternative pronunciations

5a.2

ue

Name _____



Draw a line to match the words with the **sounds** below.

Sounds like

long
oo



glue

Sounds like

yoo



Tuesday

Tuesday

tissue

clue

issue

venue

true

argue

recue

barbecue

Write and draw your own story using **UE** words.



5a.4

ew

Name _____

Draw a line to match the words with the **sounds** below.

Sounds like

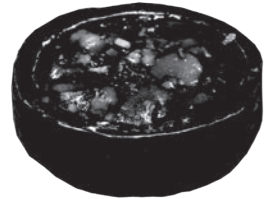
long
oo



I drew a screw

Sound like

yoo



a new stew

newt

threw

grew

chew

news

drew

few

flew

Write and draw your own story using **ew** words.



Draw a line to match the words with the **sounds** below.

Sounds like

k



the cat can sit

Sounds like

s



icy in the city

crocodile

cloud

clue

December

princess

icy

coat

cell

cork

fancy

5b.2

g

Name _____

Draw a line to match the words with the **sounds** below.

Sound like

g



galloping goat

Sound like

j



Geoff the giraffe

got

gent

gym

goat

magic

game

gem

goes

ginger

gift

5b.3

ie

Name _____

Draw a line to match the words with the **sounds** below.

Sound like

igh



I'd die for a pie

Sound like

ee



shield in a field

denied

chief

brief

dries

spied

priest

lie

thief

shield

skies

Write and draw your own story using **ie** words.



5b.4

OW

Name _____

Draw a line to match the words with the **sounds** below.

Sound like

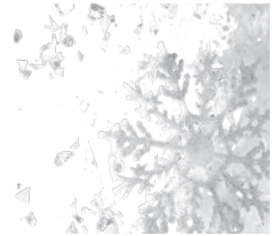
ow



brown cow

Sound like

oa



snow will blow

town

grow

clown

glow

growl

down

crowd

show

low

rowing

Write and draw your own story using OW words.



5c.1

e

Name _____

Draw a line to match the words with the **sounds** below.

Sound like



egggy egg

Sound like



we are equals

best

spend

be

fresh

being

believe

chest

he

tent

she

Write and draw your own story using e words.



5c.2

ea

Name _____

Draw a line to match the words with the **sounds** below.

Sound like

ee



seals are neat

Sound like

e



I'm ready for bread

head

each

sea

thread

speak

dream

deaf

meat

weather

spread

Write and draw your own story using **ea** words.



5c.3

i

Name _____

Draw a line to match the words with the **sounds** below.

Sound like

i



pink ink

Sound like

igh



mind the iron

lion

important

wild

kind

string

dish

insect

Friday

behind

drip

Write and draw your own story using i words.



Alternative pronunciations

5c.4

O

Name _____



Draw a line to match the words with the **sounds** below.

Sound like

o



oranges are orange

Sound like

oa



Go, go, go. Volcano!

odd

stop

frost

softest

desktop

frost

stop

both

box

don't

5c.5

ou

Name _____

Draw a line to match the words with the **sounds** below.

should

group

shoulder

would

Sound like

ow



our house

Sound like

long
oo



sop for yo

Sound like

short
oo



would if I could

Sound like

oa



a bold bolder

cloud

mould

you

about

Draw a line to match the words with the **sounds** below.

Sound like

ee



shimmey the key

Sound like

ai



they will obey

money

grey

honey

prey

survey

they

valley

donkey

turkey

obey

5d.2

y

Name _____

Draw a line to match the words with the **sounds** below.

yellow

funny

crystal

dry

Sound like

y



your yoyo

Sound like

igh



fly

Sound like

i



gymnast

Sound like

ee



happy baby

mystery

why

hair y

yell

5d.4

ch

Name _____



Draw a line to match the words with the **sounds** below.

Sound like

ch



cheddar chese

Sound like

k



kool is cool

Sound like

sh



shine

chin

chalet

chorus

chop

brochure

machine

chemist

chord

check

Draw a line to match the words with the **sounds** below.

Sound like

u



umbrella

Sound like

yoo



uniform

Sound like

short
oo



pull pull

but

human

push

music

put

up

mug

bush

cup

unit

Revise 3-4 GPCs / spelling lists



3b Week 1

took
coin
town
jam
chair
ear
hurts
coin
shorts

4b Week 2

cvcc-ccvc
string
street
scrapbook

-ing
helping

-est
longest

4b Week 3

/d/ -ed
aimed
failed

/t/ -ed
jumped
helped

/i/d/ -ed
needed
started

/ch/ -tch
fetched
ditch

4b Week 4

/ee/ -y
baby
happy

/ee/ -ey
honey
valley
donkey

/v/ -ve
have
massive
give

/l/ -le
little
apple



5a Week 1

/ow/ ou
proud
our
loud

/ee/ ea
eat
cream
sea

/ai/ ay
playing
away

5a Week 2

/igh/ ie
dried
pie

/oo/ ue
blue
glue

/yoo/ ue
argue
statue

/oi/ oy
toys
joy

5a Week 3

/or/ aw
claw
paw

/ur/ ir
bird
shirt

/w/ wh
when
wheel

/f/ ph
dolphin
elephant

5a Week 4

/or/ au
astronaut
launch

/oo/ ew
grew

/yoo/ ew
nephew
stew

/oa/ oe
tomatoes

5a Week 5

/ai/ a-e
made
cake

/ee/ e-e
these
complete

/igh/ i-e
prize
bike

/oa/ o-e
bone
stone

5a Week 6

/oo/ u-e
flute

/yoo/ u-e
used
cube

/zh/ su
usually

/zh/ si
occasion

5b Week 1	5b Week 2	5b Week 3	5b Week 4	5b Week 5
/s/ c <u>i</u> cy <u>c</u> ity	/igh/ y try, fly	/e/ ea bread ready	/oo/ ou you group soup	/oo/ u put full bush
/j/ g magic gem	/igh/ i wild, find	/ee/ ie chief thief field	/i/ y crystal gym	/ee/ e she me
/sh/ ch <u>ch</u> ef bro <u>ch</u> ure	/oa/ o volcano going	/ur/ er herbs her	/ai/ a table apricots bacon	/ai/ ey they obey
/k/ ch <u>s</u> chool <u>Ch</u> ristmas	/yoo/ u unicorn human music	/oa/ ow towed snow	/o/ a watch wasp	/oa/ ou shoulder boulder
	/ar/ a fast, path			

5c Week 1	5c Week 2	5c Week 3	5c Week 4	5c Week 5
/l/ el tunnel model	/s/ se mouse house	/sh/ ti station	/ng/ n(k) pink sink	/r/ wr wrong wrap
/l/ al animal hospital	/s/ ce prince bounce	/sh/ ci facial special	/zh/ ge massage	/n/ gn gnome designed sign
/l/ il pupil pencil	/z/ se please tease cheese	/ch/ ssi mission passion	/j/ dge edge ridge	/n/ kn knocked knight's
/m/ mb plumber comb	/z/ ze freeze breeze	/ch/ t(ure) adventure	/j/ ge large orange	/oo/ oul would could
/m/ mn column				

**5d Week 1****/air/ are**

care

rare

/air/ ear

swear

pear

/ar/ al

half

almond

/ear/ eer

sneered

jeered

5d Week 2**/ear/ ere**

sincere

severe

/or/ ore

more

store

/ur/ or

worst

worm

world

/ur/ ear

early

search

earth

5d Week 3**/ai/ ea**

great

steak

/ai/ eigh

weigh

freight

/ai/ aigh

straight

/u/ o-e

come

something

5d Week 4**/u/ ou**

cousin

country

/air/ ere

anywhere

/s/ sc

scent

science

/or/ oar

board

5d Week 5**/or/ oor**

door

floorboard

/or/ al

always

walk

/or/ a

water

/or/ our

your

court

/or/ augh

caught

4b - 5b

Answers

4b.3 oo

short /oo/

boot
food
soon
zoo

long /oo/

look
foot
took
book
cook
good

5a.2 ue

/oo/ ue

tissue
ussue
clue
true

/yoo/ ue

Tuesday
argue
barbecue
rescue
venue

5a.4 ew

/oo/ ew

threw
chew
grew
flew
drew
threw

/yoo/ ew

news
newt
few

5b.1 c

/k/ c

crocodile
cloud
clue
coat
cork

/s/ c

December
princess
ice
cell
fancy

5b.2 g

/g/ g

got
goat
game
gift
goes

/j/ g

gent
gym
gem
ginger
magic

5b.3 ie

/igh/ ie

denied
dries
lie
spied
skies

/ee/ ie

chief
brief
priest
shield
thief

5b.4 ow

/ow/

town
clown
crowd
down
growl

/oa/ ow

grow
glow
low
show
rowing

5c - 5d**Answers****5c.1 e****/e/**

best
spend
fresh
chest
tent

/ee/ e

be
being
believe
he
she

5c.2 ea**/ee/ ea**

each
sea
dream
speak
meat

/e/ ea

head
thread
deaf
weather
spread

5c.3 i**/i/**

important
insect
string
dish
drip

/igh/ i

lion
would
kind
Friday
behind

5c.4 o**/o/**

odd
frost
stop
both
don't

/oa/ o

stop
softest
desktop
frost
box

5c.5 ou**/ow/ ou**

about
cloud

/long oo/

group
you

/short oo/

would
should

/oa/ ou

mould
shoulder

5d.1 ey**/ee/ ey**

money
honey
donkey
valley
turkey

/ai/ ey

grey
prey
survey
they
obey

5d.2 y**/y/**

yell
yellow

/igh/ y

why
dry

/i/ y

crystal
mystery

/ee/ y

funny
hairy

5d.4 ch**/ch/**

chin
chop

/k/ ch

chemist
chord
chorus

/sh/ ch

machine
brochure
chalet

5d.5 u**/u/ u**

but
up
mug

/yoo/ u

human
unit
music

/short oo/

push
put
bush