Year 2 Autumn 1
Phase 5 review
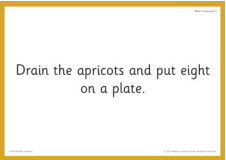
	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Focus sound and common graphemes	Unusual graphemes but useful words	Where in the word?	Quick review and tricky words	Read or write the sentence	Spell
Focus sound • Introduce the focus sound. • **Say:** *Today's sound is* [say the sound]. • **Say:** *Write down all the graphemes you know for today's sound.* • Monitor and provide support if needed. • Point to the focus graphemes on the Grow the code chart. • **Say:** *Did you get them all?* **Common graphemes** • **Say:** *Let's read the most common graphemes for the sound* [say the sound]. • **Say:** *Read the graphemes together.* • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	**Unusual graphemes** • **Say:** *Let's read these unusual graphemes for the sound* [say the sound]. • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!* **Useful words** `eight` • **Say:** *These are useful words, but they have an unusual spelling.* **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *Which is the grapheme for* [sound]? • Point to the grapheme.	`shake` **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *Where is the grapheme for* [sound]: *the beginning, middle or end?* • Tell the children where it is. • Sort the words by grapheme. Display the Best bets poster. Tell the children about any spelling patterns – see the notes in the Best bets guide. **Read the word** • **Say:** *Let's read the words without blending.* • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	**Quick review** • **Say:** *Let's read all the words we have looked at with the sound* [say the sound]. • **Say:** *It's Shuffle time. How quickly can you read the words?* Shuffle and repeat. **Tricky words** `people` (If included on the weekly grid) • **Say:** *Let's read this/these tricky words that have today's sound* [say the sound]. **For each word:** • Show the tricky word card. • Read the word and identify the tricky part. • Explain that the word is tricky because it contains a very rare spelling for today's sound. Refer to the **Support for tricky words** downloads for guidance.	**Read the sentence** Drain the apricots and put eight on a plate. • Display the sentence. • **Say:** *Can you see any digraphs?* Point them out. • **Say:** *Can you see any tricky words?* Point to them and read them together. • **Say:** *Read aloud as I point to each word.* • Read the sentence again at a quicker pace. **Write the sentence** • Read the sentence aloud. • Use **copy me** until the children say the sentence confidently. • Model writing the sentence. Model capital letters, punctuation, spelling words, tricky words. • Hide the sentence. • **Say:** *Your turn.* • Monitor and support if needed. • **Say:** *Now let's check and correct the sentence together.* • Check and correct.	• **Say:** *We are going to spell three useful words. Copy me.* `straight` **For each word:** • Read the word. • Segment and put the sounds on your fingers. • Write them down. • Hide the word from the children. • **Say:** *Your turn. Say the word. Segment it. Pop the sounds on your fingers. Write them down.* • **Say:** *1, 2, 3, show me!* • **Say:** *Now check and correct your word.* • Check and correct.

Review graphemes	Sort it out	Best bets	Quick review and tricky words	Write the sentence	Spell
• **Say:** *This week's sounds were* [say the sounds]. **For each sound:** • **Say:** *Write down all the graphemes you know for* [say sound]. • Monitor and provide support if needed. • Point to the focus graphemes on the Grow the code chart. • **Say:** *Did you get them all?* • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	• Display the two **Sort it out** images. • **Say:** *Let's sort the words. Is it* [say the sound and point to the picture] *or* [say the sound and point to the other picture]? **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** */ee/ or /igh/?* (for example) Sort the words according to the sounds. **Read the words** • **Say:** *Let's read the words without blending.* • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	• **Say:** *Let's read all the words we have looked at with the sounds* [say the two sounds]. • **Say:** *It's Shuffle time. How quickly can you read the words?* Shuffle and repeat. • Display the Best bets poster for the first sound. • **Say:** *Which is the most common way of spelling* [say sound]? Show the word with this grapheme. • **Say:** *Are there any graphemes of* [say sound] *that are always [at the beginning/in the middle/at the end] of a word?* Show the words. • **Say:** *Which are unusual graphemes for* [say sound]? Show the words. • Repeat with the second sound. • **Say:** *It's Shuffle time. How quickly can you read the words?* Shuffle and repeat.	**Quick review** eight • **Say:** *Let's read all the words we have looked at today.* **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *It's Shuffle time. One more time – even quicker!* Shuffle and repeat. **Tricky words** people • **Say:** *Let's read these tricky words.* **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	• Read the sentence aloud. • Use **copy me** until children say the sentence confidently. • Model writing the sentence. Model capital letters, punctuation, spelling words, tricky words. • Hide the sentence. • **Say:** *Your turn.* • Monitor and support if needed. • **Say:** *Now let's check and correct the sentence together.* • Check and correct.	• **Say:** *We are going to spell four words. Copy me.* show **For each word:** • Read the word. • Segment and put the sounds on your fingers. • Write them down. • Hide the word from the children. • **Say:** *Your turn. Say the word. Segment it. Pop the sounds on your fingers. Write them down.* • **Say:** *1, 2, 3, show me!* • **Say:** *Now check and correct your word.* • Check and correct. Use fewer scaffolds for each word. See if the children can spell the final word independently.

Focus grapheme	Sort it out	Unusual graphemes but useful words	Where in the word?	Quick review and tricky words	Read or write the sentence	Spell
Focus grapheme • Introduce the focus grapheme. • **Say:** *Say all the sounds you know for today's grapheme.* • Monitor and provide support if needed. • Point to the focus GPCs on the Grow the code chart. • **Say:** *Did you get them all?* **Alternative sounds** • **Say:** *Let's look at common alternative sounds for the grapheme* [show the grapheme]. • **Say:** *Read the GPCs together.* • **Say:** *It's Shuffle time. Let's read.* • Shuffle and repeat. • **Say:** *One more time – even quicker!*	• Display the two **Sort it out** images. • **Say:** *Let's sort the words. Is it* [say the sound and point to the picture] *or* [say the sound and point to the other picture]? **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** */ee/ or /igh/?* (for example) Sort the words according to the sounds. • **Say:** *It's Shuffle time. Let's read.* • Shuffle and repeat. • **Say:** *One more time – even quicker!*	**Unusual graphemes** • **Say:** *Let's read these unusual GPCs* [show the grapheme and say the sound]. • **Say:** *It's Shuffle time. Let's read.* • Shuffle and repeat. • **Say:** *One more time – even quicker!* **Useful words** break • **Say:** *These are useful words, but they have an unusual spelling.* **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *Which is the unusual grapheme?* • Point to the grapheme.	shriek **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *Where is the focus grapheme: at the beginning, middle or end?* • Tell the children where it is. **Read the words** • **Say:** *Let's read the words without blending.* • **Say:** *It's Shuffle time. Let's read.* • Shuffle and repeat. • **Say:** *One more time – even quicker!*	**Quick review** • **Say:** *Let's read all the words we have looked at with today's grapheme* [show the grapheme]. • **Say:** *It's Shuffle time. How quickly can you read the words?* • Shuffle and repeat. **Tricky words** friend (If included on the weekly grid) **Say:** *Let's read this/these tricky words that have today's sound* [say the sound]. **For each word:** • Show the tricky word card. • Read the word and identify the tricky part. • Explain that the word is tricky because it contains a very rare spelling for today's sound. Refer to the Support for tricky words downloads for guidance.	**Read the sentence** Untie the ponies so they can lie down. • Display the sentence. • **Say:** *Can you see any digraphs?* Point them out. • **Say:** *Can you see any tricky words?* Point to them and read them together. • **Say:** *Read aloud as I point to each word.* • Read the sentence again at a quicker pace. **Write the sentence** • Read the sentence aloud. • Use **copy me** until the children say the sentence confidently. • Model writing the sentence. Model capital letters, punctuation, spelling words, tricky words. • Hide the sentence. • **Say:** *Your turn.* • Monitor, and support if needed. • **Say:** *Now let's check and correct the sentence together.* • Check and correct.	**Say:** *We are going to spell three useful words. Copy me.* cities **For each word:** • Read the word. • Segment and put the sounds on your fingers. • Write them down. • Hide the word from the children. • **Say:** *Your turn. Say the word. Segment it. Pop the sounds on your fingers. Write them down.* • **Say:** *1, 2, 3, show me!* • **Say:** *Now check and correct your word.* • Check and correct.

Review graphemes	Sort it out	Best bets	Quick review and tricky words	Write the sentence	Spell
• **Say:** *This week's graphemes were* [show the graphemes]. **For each grapheme:** • **Say:** *Say all the sounds you know for* [show grapheme]. • Monitor, and provide support if needed. • Point to the focus GPCs on the Grow the code chart. • **Say:** *Did you get them all?* • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	• Display the two **Sort it out** images. • **Say:** *Let's sort the words. Is it* [say the sound and point to the picture] *or* [say the sound and point to the other picture]*?* **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** */ee/ or /igh/?* (for example) • Sort the words according to the sounds. • **Say:** *It's Shuffle time. Let's read.* Shuffle and repeat. • **Say:** *One more time – even quicker!*	• **Say:** *Let's read all the words we have looked at with the sounds* [say the two sounds]. • **Say:** *It's Shuffle time. How quickly can you read the words?* Shuffle and repeat.	**Quick review** shriek • **Say:** *Let's read all the words we have looked at this week.* **For each word:** • Show the word card. • **Say:** *Let's read the word without blending.* • **Say:** *It's Shuffle time. One more time – even quicker!* • Shuffle and repeat. **Tricky words** friend • **Say:** *Let's read this tricky word.* **For each word:** • Show the word card. • The children read.	• Read the sentence aloud. • Use **copy me** until the children say the sentence confidently. • Model writing the sentence. Model capital letters, punctuation, spelling words, tricky words. • Hide the sentence. • **Say:** *Your turn.* • Monitor, and support if needed. • **Say:** *Now let's check and correct the sentence together.* • Check and correct.	• **Say:** *We are going to spell four words. Copy me.* shriek **For each word:** • Read the word. • Segment and put the sounds on your fingers. • Write them down. • Hide the word from the children. • **Say:** *Your turn. Say the word. Segment it. Pop the sounds on your fingers. Write them down.* (1,2,3) • **Say:** *1, 2, 3, show me!* • **Say:** *Now check and correct your word.* • Check and correct. Use fewer scaffolds for each word. See if the children can spell the final word independently.