

*'Shine like stars in the world. 'Philippians 2:15*



# **St Paul's Church of England Primary School**

## ***Phonics Long Term Plan***

**2023-2024**

**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

*Phonics Long Term Plan – Unlocking Letters & Sounds*

Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<i>Phase 1 alongside Phase 2 – sound discrimination, phonological awareness, rhyme, oral blending and segmenting</i>					
<i>The teaching sequence – Revisit – Teach – Practise – Apply – Assess</i>					
<p><u>Phase 2</u>                      Week 2 – 11.9.23                      (slides 1-5)                      s, a, t, p                      Week 3 – 18.9.23                      (slides 6-10)                      i, n, m, d                      Week 4 – 25.9.23                      (slides 11-15)                      g, o, c, k                      CEW                      Read: the                      Week 5 – 2.10.23                      (slides 16-20)                      ck, e, u, r                      CEW                      Read: to, into                      Week 6 – 9.10.23                      (slides 21-25)                      h, b, f, ff                      CEW                      Read: no, l                      Week 7 – 16.10.23                      (slides 26-30)                      l, ll, ss                      Read words with -s                      ending                      CEW                      Read: go  <b>Assess and review                      Phase 2</b>                      Highlight - red</p>	<p><u>Phase 3</u>                      Week 1- 30.10.23                      (slides 1-5)                      j, v, w, x                      CEW                      Read: me                      Week 2 – 6.11.23                      (slides 6-10)                      y, z, zz, qu                      CEW                      Read: we, be                      Week 3 – 13.11.23                      (slides 11-15)                      ch, sh, th (voiced and                      unvoiced) ng                      CEW                      Read: he, she                      Week 4 – 20.11.23                      (slides 16-20)                      ai, ee, igh, oa                      CEW                      Read: was, you                      Week 5 – 27.11.23                      (slides 21-25)                      oo, ar, or, ur                      CEW                      Read: they, all                      Week 6 - 4.12.23                      (slides 31-35)                      ow, oi, ear, air                      CEW                      Read: are, my                      Week 7 and Week 8 – 11.12.23                      Reinforce  <b>Assess and review                      Phase 3 work Weeks 1 – 5</b>                      Highlight - yellow</p>	<p><u>Continue Phase 3</u>                      Week 1–8.1.24                      (slides 36-40)                      ure, er                      read words containing                      digraphs and trigraphs                      CEW                      Read: her                      Week 2 – 15.1.24                      (slides 26-27)                      ing endings  <b>Assess and review Phase 3                      work</b>  <u>Phase 3 (Mastery)</u>                      Week 3 – 22.1.24                      (slides 1-5)                      Revisit GPCs: j, v, w, x                      Revisit CEW                      Read: me                      Week 4 – 29.1.24                      (slides 6-10)                      Revisit GPCs: y, z, zz, qu                      Revisit CEW                      Read: we, be                      Week 5 – 5.2.24                      (slides 11-15)                      Revisit GPCs: ch, sh, th, ng                      Revisit CEW                      Read: he, she                      Highlight in orange</p>	<p><u>Phase 3 (Mastery)</u>                      Week 1 – 19.2.24                      (slides 16-20)                      Revisit GPCs: ai, ee, igh, oa                      Revisit CEW                      Read: was, you                      CEW                      Week 2 – 26.2.24                      (slides 21-25)                      Revisit GPCs: oo, ar, or, ur                      Revisit CEW                      Read: they, all                      Week 3 – 4.3.24                      (slides 26-30)                      Revisit GPCs: ow, oi, ear,                      air                      Revisit CEW                      Read: are, my                      Week 4 – 11.3.24                      (slides 31-35)                      Revisit GPCs: ure, er                      Words containing digraphs                      and trigraphs                      Revisit CEW                      Read: her                      Week 5 – 18.3.24  <b>Assess and review Phase 3                      work</b>                      Week 6 – 25.3.24  <b>Assess and review Phase 3                      work</b>                      Highlight in green</p>	<p><u>Phase 4</u>                      Weeks 1 - 6                      CVCC and CCVC words:                      teach blending of words with                      adjacent consonants that contain                      graphemes taught in Phase 2                      Week 1 – 15.4.24 (slides 1-5)                      _ft, _ld, _lk, _lt                      Read: said, have                      Spell: she, be                      Week 2 – 22.4.24 (slides 6-10)                      _mp, _nd, _nk, _nt                      Read: like, so, do                      Spell: was, you                      Week 3 – 29.4.24 (slides 11-15)                      _sk, _st, _ct, _pt, _xt                      Read: some, come                      Spell: they, all, are                      Week 4 – 6.5.24 (slides 16-20)                      bl, br, cl, cr                      Read: were, there                      Write: my, her                      Week 5 – 13.5.24 (slides 21-25)                      gl, gr, pl, pr, sm, sn                      Read: little, one                      Read words containing -ed endings                      with no change to the root word                      Week 6 – 20.5.24 (slides 26-30)                      sp, st, sw, tr, tw,                      Read: when, out, what                      Read words containing -ing endings                      with no change to the root word  <b>Assess and review Phase 2, 3 and 4</b>                      Highlight in blue</p>	<p><u>Phase 4 (Mastery)</u>                      Week 1 – 3.6.24 (slides 1-5)                      CVCC words: teach blending of words with                      adjacent consonants containing graphemes                      taught in Phase 3                      CEW                      Read and spell: said, have                      Week 2 – 10.6.24 (slides 6-10)                      CVCC words:                      teach blending of words with adjacent                      consonants containing graphemes taught in                      Phase 3                      CEW                      Read and spell: like, so, do                      Week 3 – 17.6.24 (slides 11-15)                      Teach blending of polysyllabic CVCC and                      CCVC words                      CEW                      Read: some, come                      Week 4 – 24.6.24 (slides 16-20)                      Teach blending of CCVCC                      CEW                      Read: were, there                      Week 5 – 1.7.24 (slides 21-25)                      Teach blending of CCVCC and polysyllabic                      CCVCC words                      CEW                      Read: little, one                      Week 6 – 8.7.24                      Teach blending of CCCVCC                      CEW                      Read: when, out, what                      Week 7 and 8 – 15.7.24  <b>Assess and review Phase 2, 3 and 4</b>                      Highlight in purple</p>
Progress Secure Phase 2		Progress Secure Phase 3		Progress Complete Phase 4	
Reading Stars Phonics Decodable Phase 2		Reading Stars Phonics Decodable Phase 2/3		Reading Stars Phonics Decodable Phase 4	
Lowest 20% - intervention		Lowest 20% - intervention		Lowest 20% - intervention	
				Exceeding Decodable Phase 4/5	
				Lowest 20% - intervention	

**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

Year 1 Autumn 1	Year 1 Autumn 2	Year 1 Spring 1	Year 1 Spring 2	Year 1 Summer 1	Year 1 Summer 2
<b>The teaching sequence – Revisit – Teach – Practise – Apply – Assess</b>					
<p><b>Phase 4</b> Revision plus Y1 NC Requirements</p> <p><b>Week 1: Revise Phase 4 - 4.9.23 (slides 1-5)</b> Teach adding <i>-s</i> and <i>-es</i> as a plural marker for nouns. Teach adding <i>-s</i> and <i>-es</i> as a third person singular marker for verbs. Revisit blending of words where <i>-es</i> and <i>-es</i> are added.</p> <p><b>Week 2: Revise Phase 4 11.9.23 (slides 6-10)</b> Teach adding the suffix <i>-ing</i> to verbs.</p> <p><b>Week 3: Revise Phase 4 18.9.23 (slides 11-15)</b> Teach adding the suffix <i>-ed</i> to verbs. Teach adding the suffix <i>-er</i> to verbs to change them to a noun. Revisit adding the suffixes <i>-ed</i> and <i>-er</i> to verbs.</p> <p><b>Week 4: Revise Phase 4 25.9.23 (slides 16-20)</b> Teach adding the suffix <i>-er</i> to adjectives. Revisit adding the suffixes <i>-est</i></p> <p><b>Week 5: Revise Phase 4 2.10.23 (slides 21-25)</b> Teach adding the prefix <i>un</i> to verbs. Teach adding the prefix <i>un</i> to adjectives.</p> <p><b>Week 6: Revise Phase 4 9.10.23 (slides 26-30)</b> Teach reading words with contractions.</p> <p><b>Week 7 – 16.10.23</b></p>	<p><b>Complete Phonics Screening Check – baseline</b> <b>Begin Phase 5 (a)</b></p> <p><b>Week 1 – 30.10.23 (slides 1-5)</b> Teach new graphemes for reading: <i>ay ou ie ea</i> Teach the days of the week. CEW New (read): <i>oh, their</i> Days of the week</p> <p><b>Week 2 – 6.11.23 (slides 6-10)</b> Teach new graphemes for reading: <i>oy ir ue(glue) ue(cue)</i> CEW Revisit and spell: <i>said, so</i> New (read): <i>people</i></p> <p><b>Week 3 – 13.11.23 (slides 11-15)</b> Teach new graphemes for reading: <i>aw wh ph ew(blew)</i> CEW Revisit and spell: <i>have</i> New (read): <i>Mr, Mrs</i></p> <p><b>Week 4 – 20.11.23 (slides 16-20)</b> Teach new graphemes for reading: <i>ew(few) oe au ey</i> CEW Teach new phoneme <i>/zh/</i> CEW Revisit and spell: <i>like,</i> New (read): <i>looked, called</i></p> <p><b>Week 5 – 27.11.23 (slides 21-25)</b> Teach new graphemes for reading: <i>a-e e-e i-e o-e</i> CEW Revisit and spell: <i>some, come,</i> called</p>	<p><b>Complete Phonics Screening Check – check for progress</b> <b>Phase 5 (a)</b></p> <p>Mastery plus Y1 NC requirements</p> <p><b>Week 1 – 8.1.24 (slides 6-10)</b> Revisit: <i>oy ir ue(glue) ue(cue)</i> Teach correct use on <i>-ph</i> (NC) CEW Read: <i>people</i> Spell: <i>said, so, people</i></p> <p><b>Week 2 – 15.1.24 (slides 11-15)</b> Revisit: <i>aw wh ph ew(blew)</i> Teach correct use on <i>-wh</i> (NC) CEW Read: <i>Mr, Mrs</i> Spell: <i>have, Mr, Mrs</i></p> <p><b>Week 3 – 22.1.24 (slides 16-20)</b> Revisit: <i>ew(few) oe au ey</i> Teach correct use on <i>-tch</i> (NC) CEW Read: <i>looked, called</i> Spell: <i>like, looked, called</i></p> <p><b>Week 4 – 29.1.24 (slides 21-25)</b> Revisit: <i>a-e e-e i-e o-e</i> Teach correct use on <i>-ve</i> (NC) CEW Read: <i>called</i> Spell: <i>some, come, called</i></p> <p><b>Week 5 – 5.2.24 (slides 26-30)</b> Revisit: <i>u-e(flute) u-e(cube)</i> Teach: <i>correct use of ing, -ed, -er</i> (NC) CEW Revise all Phase 5a CEW Read : <i>asked</i></p>	<p><b>Continue to prepare for Phonics Screening Check</b></p> <p><b>Phase 5 (b)</b> Teach alternative pronunciations of known graphemes for reading</p> <p><b>Week 1 – 19.2.24 (slides 1-5)</b> <i>a</i> (as in acorn), <i>a</i> (as in fast), <i>a</i> (as in was), <i>e</i> (as in he) CEW Read: <i>water, where, who, again</i> Revisit and spell: <i>little, one</i></p> <p><b>Week 2 – 26.2.24 (slides 6-10)</b> <i>i</i> (as in mind), <i>o</i> (as in no), <i>u</i> (as in unit), <i>u</i> (as in put) CEW Read: <i>thought, through, mouse, work</i> Revisit and spell: <i>do</i></p> <p><b>Week 3 – 4.3.24 (slides 11-15)</b> <i>ow</i> (as in snow), <i>ie</i> (as in chief), <i>ea</i> (as in head), <i>er</i> (as in her) CEW Read: <i>many, laughed, because</i> Revisit and spell: <i>when, what</i></p> <p><b>Week 4 – 11.3.24 (slides 16-20)</b> <i>ou</i> (as in you), <i>ou</i> (as in could), <i>ou</i> (as in mould), <i>y</i> (as in by), <i>y</i> (as in gym) CEW Read: <i>different, any, eyes</i> Spell: <i>out</i></p>	<p><b>Phonics Screening Check</b></p> <p><b>Phase 5 (c)</b> Teach alternative spellings of phonemes</p> <p><b>Week 1 – 15.4.24 (slides 1-5)</b> <i>/ch/</i> (as in picture) <i>/ch/</i> (as in catch) <i>/j/</i> (as in fudge) <i>/m/</i> (as in lamb) CEW Spell: <i>oh</i></p> <p><b>Week 2 – 24.4.24 (slides 6-10)</b> <i>/n/</i> (as in gnat) <i>/n/</i> (as in knit) <i>/r/</i> (as in wrap) <i>/s/</i> (as in listen) CEW Spell: <i>their</i></p> <p><b>Week 3 – 29.4.24 (slides 11-15)</b> <i>/s/</i> (as in house) <i>/z/</i> (as in please) <i>/u/</i> (as in some) <i>/i/</i> (as in happy) <b>Week 4 – 6.5.24 (slides 16-20)</b> <i>/i/</i> (as in donkey) <i>/ear/</i> (as in here) <i>/ear/</i> (as in beer) <i>/er/</i> (as in father) CEW Revisit and spell: <i>people</i></p> <p><b>Week 5 – 13.5.24 (slides 21-25)</b> <i>/ar/</i> (as in half) <i>/air/</i> (as in there)</p>	<p><b>Phase 5 (c)</b> Teach alternative spellings of phonemes</p> <p><b>Week 1 – 3.6.24 (slides 31-35)</b> <i>/oo/</i> (as in could) <i>/oo/</i> (as in put) <i>/ai/</i> (as in day) <i>/ai/</i> (as in came) <i>/ee/</i> (as in sea) <b>Week 2 – 10.6.24 (slides 36-40)</b> <i>/ee/</i> (as in these) <i>/ee/</i> (as in happy) <i>/ee/</i> (as in chief) <i>/ee/</i> (as in key) CEW Revisit and spell: <i>called, asked</i></p> <p><b>Week 3 – 17.6.24 (slides 41-45)</b> <i>/igh/</i> (as in pie) <i>/igh/</i> (as in by) <i>/igh/</i> (as in like) <i>/oa/</i> (as in low) <b>Week 4 – 24.6.24 (slides 46-50)</b> <i>/oa/</i> (as in toe) <i>/ear/</i> (as in here) <i>/y)oo/</i> (as in cue) <i>/y)oo/</i> (as in tune) <b>Week 5 – 1.7.24 (slides 51-55)</b> <i>/y)oo/</i> (as in stew) <i>/oo/</i> (as in clue) <i>/oo/</i> (as in June) <i>/oo/</i> (as in blew)</p>

**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

<p><b>Assess and review</b></p> <p>Highlight – red</p>	<p><b>Week 6 – 4.12.23</b> (slides 26-30) Teach new graphemes for reading: u-e(flute) u-e(cube) CEW Revisit and spell: were, there New (read): asked</p> <p><b>Week 7 - 11.12.23</b> <b>Phase 5 (a)</b> Mastery plus Y1 NC requirements (slides 1-5) Revisit: ay ou ie ea Teach correct use on -nk (NC) CEW Read and spell: oh, their Spell: Days of the week</p> <p><b>Week 8 – 18.12.23</b> Reinforce <b>Assess and review</b> Highlight - yellow</p>	<p>Spell: were, there, asked</p> <p><b>Assess and review</b></p> <p>Highlight in orange</p>	<p><b>Week 5 – 18.3.24</b> (slides 21-25) y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) CEW Read: friends, once, please Revisit and spell: friends, once, please</p> <p><b>Week 6 – 25.3.24</b> <b>Assess and review</b></p> <p>Highlight in green</p>	<p>/air/ (as in pear) /air/ (as in bare) /or/ (as in all) CEW Revisit and spell: Mr, Mrs <b>Week 6 – 20.5.24</b> /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word) CEW Revisit and spell: looked</p> <p><b>Assess and review</b></p> <p>Highlight in blue</p>	<p><b>Week 6 – 8.7.24</b> (slides 56-60) /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef)</p> <p><b>Week 7 and 8 – 15.7.24</b></p> <p><b>Assess and review</b></p> <p>Highlight purple</p>
<p><b>Autumn Term – complete Phonics Screening Check to give Baseline</b></p> <p><b>Progress</b> Evidence of pupils applying their phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.</p>			<p><b>Progress</b> Almost all pupils are secure in Phase 5 by 31 May. Pupils meet and/or exceed the expected standard in the phonics screening check in June.</p>		
<p>Reading Stars Phonics Decodable Phase 3/4/5</p> <p>Lowest 20% - intervention</p>	<p>Reading Stars Phonics Decodable Phase 4/5</p> <p>GDS – start the book band scheme</p> <p>Lowest 20% - intervention</p>		<p>Reading Stars Phonics Decodable Phase 4/5</p> <p>GDS – continue book band scheme</p> <p>Lowest 20% - intervention</p>		

**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer 1	Year 2 Summer 2
The teaching sequence – Revisit – Teach – Practise – Apply – Assess – the sequence will be worked through over a number of sessions					
<p><b>Unlocking Letters &amp; Sounds</b> <b>Phase 5 (a)</b> <b>Week 1 – 4.9.23</b> Spellings choosing from alternative graphemes with the same sound: <i>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</i> Revise reading all <b>CEW</b> <b>Week 2 – 11.9.23</b> Spellings choosing from alternative graphemes with the same sound: <i>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (oo)</i> Revise reading all <b>CEW</b></p> <p><b>Phase 5 (b) Mastery</b> <b>Week 3 – 18.9.23</b> Revisit alternative pronunciations of known graphemes, for reading: <i>a (as in acorn)</i> <i>a (as in fast)</i> <i>a (as in was)</i> <i>e (as in he)</i> <i>i (as in mind)</i> <b>CEW</b> Revisit (read): <i>water, where, who, again</i></p> <p><b>Week 4 – 25.9.23</b> Revisit alternative pronunciations of known graphemes, for reading: <i>o (as in no)</i> <i>u (as in unit)</i> <i>u (as in put)</i> <i>ow (as in snow)</i> <i>ie (as in chief)</i> <b>CEW</b> Revisit (read): <i>thought, through, mouse, work</i></p> <p><b>Week 5 – 2.10.23</b></p>	<p><b>Unlocking Letters &amp; Sounds</b> <b>Phase 5 (c) Mastery</b> <b>Week 1 – 30.10.23</b> (slides 1-5) Revisit alternative spellings of phonemes: <i>/ch/ (as in picture)</i> <i>/j/ (as in judge)</i> <i>/m/ (as in lamb)</i> <i>/n/ (as in gnat)</i> <i>/n/ (as in knit)</i> <i>/r/ (as in wrap)</i> Revisit reading all <b>CEW</b> <b>Week 2 – 6.11.23</b> (slides 6-10) Revisit alternative spellings of phonemes: <i>/s/ (as in house/listen)</i> <i>/z/ (as in please)</i> <i>/u/ (as in some/other)</i> <i>/ee/ (as in happy/donkey)</i> <i>/ear/ (as in here/deer)</i> Revisit reading all <b>CEW</b> <b>Week 3 – 13.11.23</b> (slides 11-15) Revisit alternative spellings of phonemes: <i>/ar/ (as in father/half)</i> <i>/air/ (as in there/pear/bare)</i> <i>/or/ (as in all/four/caught)</i> <i>/ur/ (as in learn/word)</i> <i>/oo/ (as in could/put)</i> Revisit reading all <b>CEW</b> <b>Week 4 – 20.11.23</b> (slides 16-20) Revisit alternative spellings of phonemes: <i>/ai/ (as in day/came)</i> <i>/ee/ (as in sea/these/happy/chief/key)</i> <i>/igh/ (as in pie/by/like)</i></p>	<p><b>Week 1 – 8.1.24</b> Words ending in 'le' Words ending in 'el'</p> <p><b>Week 2 – 15.1.24</b> Words ending in 'al' Words ending in 'il'</p> <p><b>Week 3 – 22.1.24</b> Words where the 'er' sound spelt after w as in 'work' The 'or' sound spelt after w as in 'warm'</p> <p><b>Week 4 – 29.1.24</b> The 'zh' sound spelt as in 'treasure' The suffix 'ly'</p> <p><b>Week 5 – 5.2.24</b> Assess and review. Assess and review <b>CEW</b></p> <p>Highlight orange</p>	<p><b>Week 1 – 19.2.24</b> Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound</p> <p><b>Week 2 – 26.2.24</b> Words where '-es' is added to words ending in 'y'</p> <p><b>Week 3 – 4.3.24</b> Words where '-ed' is added to words ending in 'y'</p> <p><b>Week 4 – 11.3.24</b> Words where '-er' and '-est' are added to words ending in 'y'</p> <p><b>Week 5 – 18.3.24</b> Words where '-ing' as added to words ending in 'e'</p> <p><b>Week 6 – 25.3.24</b> Assess and review. Assess and review <b>CEW</b></p> <p>Highlight in green</p>	<p><b>Week 1 – 15.4.24</b> Words where '-er' '-est' and '-ed' is added to words ending in 'e'</p> <p><b>Week 2 – 22.4.24</b> Words where '-ing' is added to single syllable words</p> <p><b>Week 3 – 29.4.24</b> Words where '-ed' is added to single syllable words</p> <p><b>Week 4 – 6.5.24</b> Words ending in '-ment' and '-ness'</p> <p><b>Week 5 – 13.5.24</b> Words ending in '-ful' and '-less'</p> <p><b>Week 6 – 20.5.24</b> Assess and review. Assess and review <b>CEW</b></p> <p>Highlight in blue</p>	<p><b>Week 1 – 3.6.24</b> Words that are homophones or near homophones</p> <p><b>Week 2 – 10.6.24</b> Words that are homophones or near homophones</p> <p><b>Week 3 – 17.6.24</b> Words ending in -tion</p> <p><b>Week 4 – 24.6.24</b> Words containing apostrophe for contraction</p> <p><b>Week 5 – 1.7.24</b> Words containing an apostrophe for possession.</p> <p><b>Week 6 and 7 – 8.7.23</b> – Assess and review. Assess and review <b>CEW</b></p> <p>Highlight in purple</p>

**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

<p>Revisit alternative pronunciations of known graphemes, for reading:  <i>ea</i> (as in head)  <i>er</i> (as in her)  <i>ou</i> (as in you)  <i>ou</i> (as in could)  <i>ou</i> (as in mould)                  CEW                  Revisit (read): different, any, eyes                  Week 6 – 9.10.23                  Revisit alternative pronunciations of known graphemes, for reading:  <i>y</i> (as in by)  <i>y</i> (as in gym)  <i>y</i> (as in very)  <i>sch</i> (as in school)  <i>ch</i> (as in chef)                  CEW                  Revisit (read): friends, once, please                  Revise reading all CEW                  Week 7 – 16.10  <b>Assess and review</b>                  Phonics assessment complete                  Highlight - red</p>	<p><i>/oa/</i> (as in toe/bone)  <i>/(y)oo/</i> (as in cue/tune/stew)                  Revisit reading all CEW                  Week 5 – 27.11.23                  (slides 21-22)                  Revisit alternative spellings of phonemes:  <i>/oo/</i> (as in clue/June/blew)  <i>/sh/</i> (as in special/station/sugar/chef)                  Revisit reading all CEW                  Week 6 - 4.12.23                  Words where 'c' makes a /s/ sound before 'e' 'i' and y                  Week 7 – 11.12.23  <b>Assessment and Review of all alternative spellings of Phonemes.</b>  <b>Assessment and review of all common exception words.</b>                  Highlight Yellow</p>				
---	--	--	--	--	--

Lowest 20% continue reading decodable books  
 1:1 intervention