



Teacher Planner

Systematic Synthetic Phonics (SSP)

Vowel Sounds:

Phase 5

Phase 5.5

Phase 6



- Systematic Synthetic Phonics Program
- Complete Letters & Sounds Progression
- Daily and Weekly Lesson Plans



Phase 1 Letters & Sounds introduces phonemic awareness formed in the front of the left brain (the area in charge of speech recognition). By practising the operations of phonemic awareness (oral matching, blending and segmenting), students develop an awareness that spoken words can be broken up into single sounds, and that these sounds can be blended together to make words. To do this, teachers use activities such as nursery rhymes, songs and alliteration.

At the next stage of reading development, the learning of different letters happens towards the back of the left brain in an area often referred to as the letterbox. During Phases 2 - 3 students are introduced to the different letter patterns of the alphabet, and the letterbox which is part of the brain's visual system can recognise these in an instant (graphemic awareness).

The process of reading involves two distinct circuits that project information from the back of the brain (letterbox) to the front of the brain (speech output) and our reward for reading correctly is access to meaning, occurring in the middle part of the left brain.

The dorsal (or upper) circuit plays an important role in mapping individual letters onto their corresponding sounds. These are blended together (in the front of the brain) to successfully sound out a word and to access its whole pronunciation. Phases 2 - 3 focuses on strengthening this circuit through systematic instruction where letter sounds are introduced daily, building this circuit's capacity over time. Phases 2 - 5 also introduce common exception words (alternatively termed tricky words or irregular words) which must be learned by sight and are accessed along the ventral (or lower) circuit. Reading activities using single words or more complex text involves both ventral and dorsal circuits working together.

Phase 5.5 introduces the alternative spellings for different sounds (phonemes). For example, the /ai/ sound can be spelt **ai**, **a**, **a-e**, **ay**. As students try to spell a word, the dorsal circuit works in reverse, moving from speech output to the letterbox. By having representations of the alternative spellings, children can use this circuit to encode (map from sound to letter) new words.

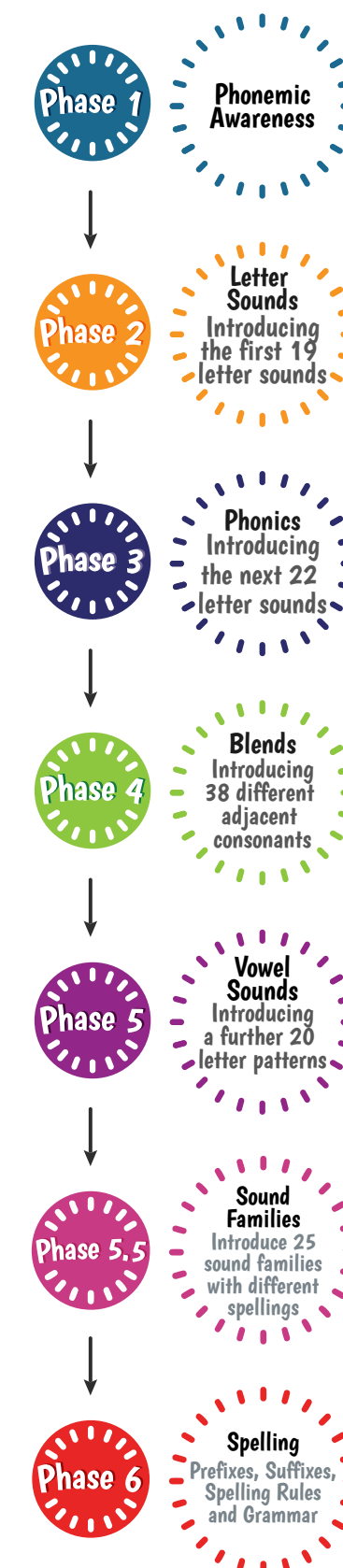
Fluency by Phase 6 places more emphasis on the ventral circuit, as most words are now read by flash, although the dorsal circuit still provides a complete sounding-out mechanism for when children come across an unfamiliar word.

Junior Learning Letters & Sounds

Junior Learning Letters & Sounds is a phonics-based reading program designed to teach the letter patterns of the English language, with the aim of helping children become fluent readers by the age of seven. The program follows a systematic progression, where children are introduced to letters in a specific order (s, a, t, p, i, n, m...) and are encouraged to build words and play with these sounds.

Junior Learning Letters & Sounds accepts that there are a number of common exception words (tricky words) in the English language and many of these words are high frequency and appear in early reading. As such, these highly-frequent exception words have been incorporated into the Scope and Sequence, so that children can become familiar with these 'oddball' words within the progression. Here children are encouraged to decode (sound out) the regular parts of a common exception word, but must learn by rote the correct pronunciation based on the whole word form.

The key to Junior Learning Letters & Sounds progression is the 6-part phase progression on which it is built. Overall, the detailed phase by phase program can be introduced in terms of the development of phonemic awareness, built upon with the introduction of letter sounds, and move onto more complex spelling patterns and rules in the second and third years of school. Junior Learning Letters & Sounds teaches suffixes at Phase 6 and naturally follows on to punctuation and grammar instruction.



Junior Learning Letters & Sounds is fully compatible with the wider, language-rich curriculum. It helps practitioners and teachers adapt their teaching to a range of children's development abilities, common in most settings and primary classes. The aim is to make sure that all children progress at a pace that benefits their enlarging capabilities.

Teachers will need to make principled decisions based on reliable assessments of children's learning to inform planning for progression within and across the phases. Junior Learning Letters & Sounds enables children to see the relationships between reading and spelling from an early age, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. However, children generally secure accurate word reading before they secure comparable accuracy in spelling. It follows that the teaching and learning of spelling will need to continue beyond Phase 6.

How the Teacher Planner Works

The Teacher Planners provide daily and weekly lesson plans based on the progression of Junior Learning Letters & Sounds. The resources included are designed to work according to daily lessons as letters are introduced, rather than consolidated together at the end of the phase. The new program also brings in decodable readers and introduces these closely after letter sounds have been taught to apply newly learnt letter knowledge to real reading.

There is a focus on handwriting formation, uppercase letters and a strong emphasis on Common Exception Words. Common Exception Words (CEWs) have been ordered in their own progression, which runs in parallel to the letter progression. This allows for multiple CEWs to be presented with different spelling patterns but similar phonemes so that children can see the exception components as well as the decodable components. Children are empowered to phonemically analyse new words from their grapheme-to-phoneme knowledge and to identify irregular elements with ease.

Overall, Junior Learning Letters & Sounds (as presented in the Teacher Planners) provide a powerful systematic phonics program which meets all the requirements of the curriculum. It gives children the best opportunities for progressing to reading fluency, spelling proficiency and a love of literacy.



TERM	PHASE	TERM WEEK	PHASE WEEK	LETTER PROGRESSION	HFWs (DECODABLE)	CEWs
Term 1	5	1	1	ay ou ie ea	day our	today house mouse hour because
	5	2	2	oy ir ue (oo) ue (y-oo)		Mr Mrs Ms
	5	3	3	aw wh ph oe	saw which when	where
	5	4	4	ew (oo) ew (y-oo) au ey		should could would
	5	5	5	a-e e-e i-e	came made make time	
	5	6	6	o-e u-e (oo) u-e (y-oo)		move use want
	5.5	7	1	/ai/ (revise ai ay a-e) a ey		
	5.5	8	2	/ee/ (revise ee ea e-e ey) e y ie		people
	5.5	9	3	/igh/ (revise igh ie i-e) i y		eye wild child mind kind behind
Term 2	5.5	1	4	/oa/ (revise oa ow oe o-e) o ou		oh though most only both
	5.5	2	5	/oo/ (revise oo ue ew u-e) ou		through shoe prove who
	5.5	3	6	/y-oo/ (revise ue ew u-e) u		beautiful
	5.5	4	7.1	/r/ wr		
	5.5	4	7.2	/n/ kn gn		
	5.5	4	7.3	/m/ mb		climb
	5.5	5	8.1	/ch/ tch		
	5.5	5	8.2	/k/ ch		Christmas school
	5.5	6	9	/sh/ ch ci ti ss		sugar
Term 3	5.5	1	10.1	/j/ g dg		
	5.5	1	10.2	/v/ ve		
	5.5	2	11.1	/u/ o		love money
	5.5	2	11.2	/e/ ea		any many friend very
	5.5	2	11.3	/i/ y		busy pretty
	5.5	3	12	/s/ c se st		once please
	5.5	4	13.1	/zh/ s ss		
	5.5	4	13.2	/z/ se		
	5.5	5	14	/ar/ a al		asked laughed bath path fast class after half
	5.5	6	15	/or/ (revise or aw au) al augh oar our ore oor		called your water door poor floor before
	5.5	7	16	/ur/ ear or		work worked
	5.5	8	17	/air/ ear are		their parents
	5.5	9	18	/ear/ eer ere		

TERM	PHASE	TERM WEEK	PHASE WEEK	LETTER PROGRESSION	HFWs (DECODABLE)	CEWs
Term 4	6	1	1	suffixes -s and -es		
	6	2	2	suffix -ing		
	6	3	3	suffix -ed		
	6	4	4	suffix -er		
	6	5	5	suffix -est		
	6	6	6	prefix un-		
		7 - 9		Revision and Assessment		



Weekly lessons are presented on a double-page spread with a lesson plan on the left-hand side and supporting resources on the right-hand side. The letters to be introduced are titled on the top-left header.

The lesson plan begins with a schema of the progression so teachers can see what letters (topics) will be covered across the week (filled in black), as well as which letters are coming up (text in light grey) and which have already been taught (text in black). This is also presented inside the front cover of each decodable reader.

Objectives summarise the criteria for success. These include both the letter progression to be learnt across the week, as well as the High Frequency Words and Common Exception Words.

Resources lists the materials used for daily teaching. Note, these resources have been levelled to the lesson, so they strictly follow the progression on a daily basis. Lesson numbers are presented in the top right-hand corner of support material for easy reference.

Terminology provides a glossary of terms used during the week's instruction. The meanings of these specific terms are useful for introducing to children so they can understand the technical language being used.

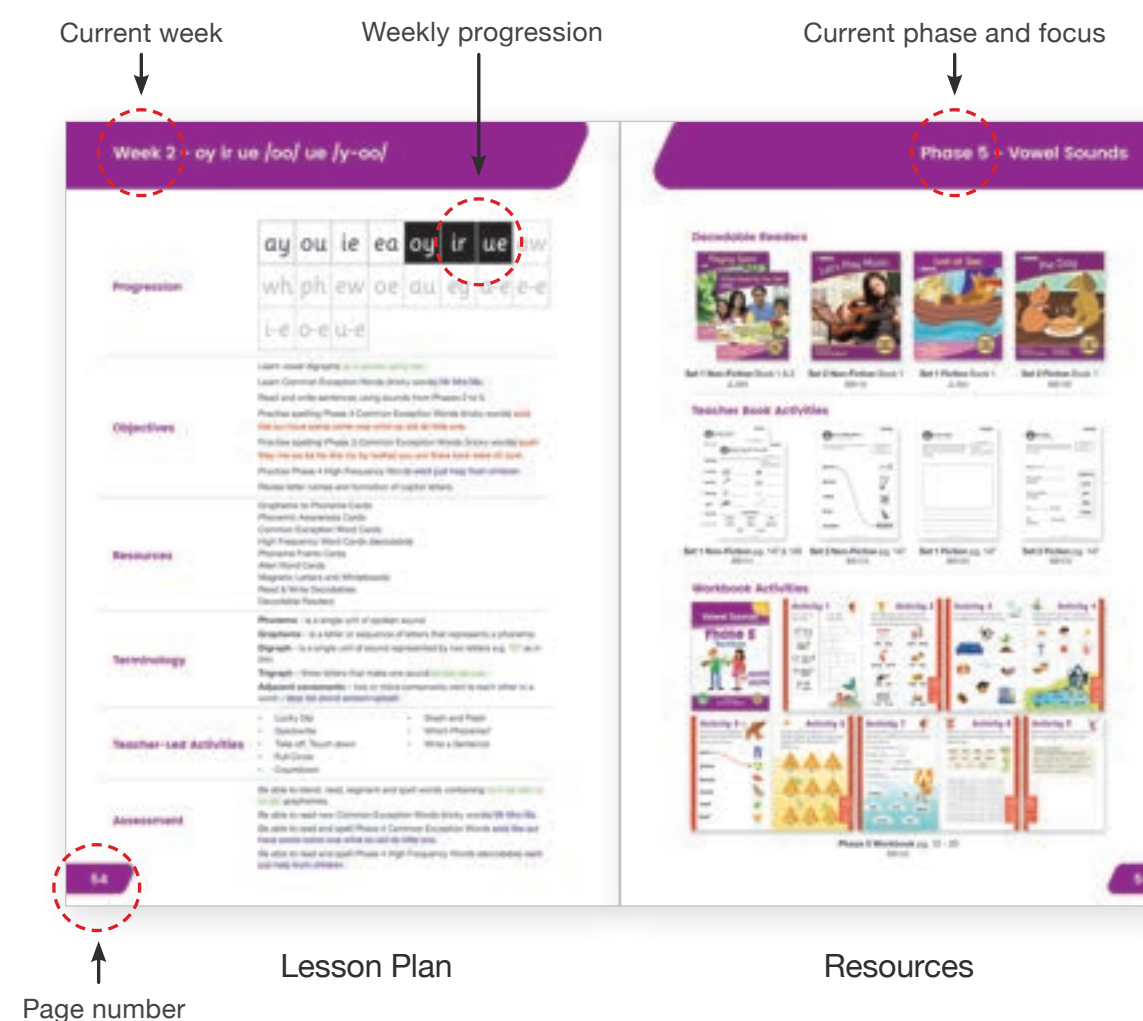
Teacher-Led Activities that can be used during the week are listed. More detail on how to use these activities in the classroom setting are presented on page 24. There are also additional resources listed that can be included if a topic requires more work or revision.

The assessment section describes what children are expected to have achieved at the end of the week. There is some explicit assessment as well as informal assessment and observations to measure progress. This section is supported by the final chapter of this Teacher Planner which covers Assessment and Intervention.

The right-hand page includes resources such as decodable readers that are suggested for the week. To avoid children coming across letter sounds that have not been taught, the decodable readers are typically introduced one week after the letter sounds have been introduced, or on Friday lessons to revise the content covered that week. Children can read these decodables together in guided reading and then take them home to practise with parents.

Teacher Books accompany each reader, and reference is provided in the planner to photocopyable activities that are specific to the reader and the progression. The page number of these activities is provided for quick access. These activities are available to support mastery or for those children who need extra support.

Workbooks have been written according to the progression on a weekly basis. The Teacher Planner provides quick reference to the relevant pages that contain fun activities and exercises for children to complete. Again, these are available for further mastery or for those students who need extra support.



Daily lessons are also laid out on a double-page spread. Teacher notes for the lesson are presented on the left-hand side and resources are presented on the right-hand side. On the top-left header, the target letter sound is presented with the week number and day below. On the top right-hand side the lesson number is provided, which works within the particular phase and is colour-coded to the phase.

The learning objective is presented first and this can be shared with the children. When children understand the objective of the lesson, it can become more engaging and purposeful for them.

Key topics to revise are presented next. Children will need multiple exposures of Common Exception Words (CEWs) and grapheme-to-phoneme conversions (GPCs). These are typically revised with flashcards so they are fresh in the memory of children as they learn the next stage.

The 'Teach' section is for approximately 10 minutes and involves explicit teaching and modelling of the target letter sound (or Common Exception Words). Detailed notes are provided on what and how to teach key learnings.

The 'Practise' section involves a teacher-led activity where children engage with the learning through a multi-sensory activity. 10 minutes is allocated to practise, which is designed to reinforce learning.

The 'Apply' section is similar to the 'Practise' section, but for 5 minutes. It may involve another application of the practise section, through a different activity. Alternatively, it may focus on another aspect of learning such as Common Exception Words.

Lesson Focus

Weekly Progression

Teacher Notes

44

Page number

Current Phase and Focus

Current Lesson

Activity Cards

Lesson Plan

Resources

The following online resources have been designed to support the Junior Learning Letters & Sounds program. It supports the use of ICT within the delivery of phonics lessons and allows teachers to model grapheme-to-phoneme conversion (GPC) skills for blending to read and segmenting to spell.

Junior Learning - www.juniorlearning.com.au

Junior Learning provides power point slides for teaching daily lessons on an interactive whiteboard. Phases covered include 2 - 5. Resources match activity cards presented in this Teacher Planner.



Wushka - www.wushka.com.au

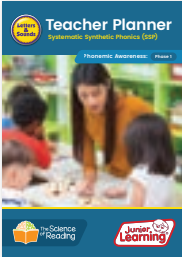

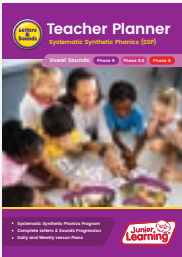
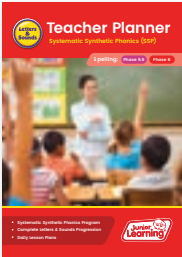
Wushka offers the complete series of decodable readers (from Beanstalk Books/ Junior Learning as used in this Teacher Planner) in a digital format. Teachers can set up classrooms and monitor individual student progress.



Remote Learning

Teaching content remotely using technology can be effective. The introduction of new letter sounds can be taught explicitly across cloud-based video communications. Here, teachers can model blending and segmenting of letter sounds and call on children to demonstrate this back. Encourage children to record their learning in different ways, including writing, video and audio. Convey to caregivers how they can model segmenting or sounding out phonemes in words. If remote learning activities are too easy or hard, encourage caregivers to adopt these to the ability level of their child. Also encourage caregivers to play and talk as they teach their children. Activities presented in the daily lessons practise and apply sections can also be successfully played using cloud-based video communications.

A key consideration is if all families have access to ICT. A further consideration is the management of screen time in the class for young children and whether printed resources can be exchanged easily. Parents and carers may feel overwhelmed and uncertain whether all work is required to be completed, and so quality over quantity is important to prioritise when preparing lessons. Parents and carers also need to understand that much of phonics learning is play based.

Year	Phase	Topic	Planner
Preschool	Phase 1	Phonemic Awareness	 JL700
First Year	Phase 2	Letter Sounds	 JL707
	Phase 3	Phonics	
	Phase 4	Blends	
Second Year	Phase 5	Vowel Sounds	 JL708
	Phase 5.5	Sound Families	
	Phase 6	Suffixes	
Third Year	Phase 6	Spelling	 JL709

Vowel Hand Song

a, e, i, o, u a, e, i, o, u a, e, i, o, u (short sounds only)

are short vowels that we use

a vowel is in every word, a vowel is in every word, a vowel is in every word that we read or write.

a, e, i, o, u a, e, i, o, u a, e, i, o, u (long sounds only)

are long vowels that we use

a vowel is in every word, a vowel is in every word that we read or write.



Alphabet Song

a, b, c, d, e, f, g (all the letters came for tea)

h, i, j, k, l, m, n (the food was quite delicious)

o, p, q, r, s, t, u (oo)

v and w they came too,

x and y ate all the pie and z washed up the dishes.



Decoding and Encoding Mnemonic

The following mnemonics are used to support the understanding and visualisation of the processes of decoding and encoding.

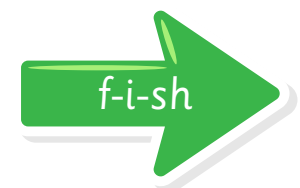
Decoding



look
for the key graphemes

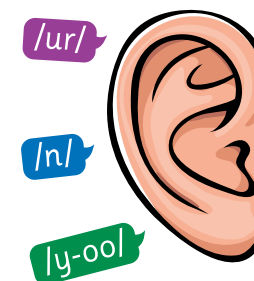


chop
the word by sounding each phoneme

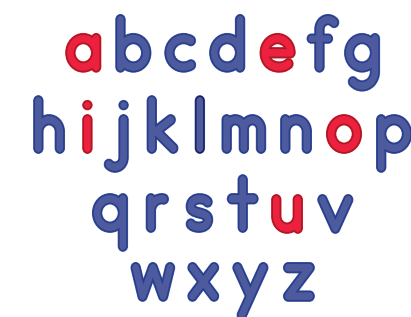


blend
the phonemes to read the word

Encoding



listen
to the phonemes



change
phoneme to grapheme



build
a word

Phase 5 would not be needed if there were a perfect one-to-one mapping between graphemes and phonemes. English is unlike most other languages. Many of the mappings are one-to-several in both directions: that is to say, most phonemes can be spelled in more than one way, and most graphemes can represent more than one phoneme.

Children entering Phase 5 are able to read and spell words containing adjacent consonants and some polysyllabic words. They should have at least one grapheme representation for each of the 44 sounds.

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the High Frequency Words that have been taught. Children will become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spelling of words.

Phase 5 is taught over 6 weeks and new alternative vowel sounds are introduced according to the progression. Again, decodable readers are grouped according to graphemes introduced during the week, and may be more effective when introduced a week behind the progression. Common Exception Words (CEWs) are also introduced according to the progression. Weeks 5 - 6 cover split digraphs, whilst Week 7 is used for revision and consolidation.

Letter Progression

Phase 5 – Vowel Sounds

ay	ou	ie	ea	oy	ir	ue	aw
wh	ph	ew	oe	au	ey	a-e	e-e
i-e	o-e	u-e					

	Lesson	Progression	HFWS	CEWs
Week 1	1 (Monday)	ay	day	today
	2 (Tuesday)	ou	our	house mouse hour
	3 (Wednesday)	ie		
	4 (Thursday)	ea		because
	5 (Friday)	Revision		
Week 2	6 (Monday)	oy		
	7 (Tuesday)	ir		
	8 (Wednesday)	ue (oo)		
	9 (Thursday)	ue (y-oo)		
Week 3	10 (Friday)	Revision		Mr Mrs Ms
	11 (Monday)	aw	saw	
	12 (Tuesday)	wh	which when	where
	13 (Wednesday)	ph		
	14 (Thursday)	oe		
Week 4	15 (Friday)	Revision		
	16 (Monday)	ew (oo)		
	17 (Tuesday)	ew (y-oo)		
	18 (Wednesday)	au		
	19 (Thursday)	ey		
Week 5	20 (Friday)	Revision		should could would
	21 (Monday)	a - e	came made make	
	22 (Tuesday)	e - e		
	23 (Wednesday)	i - e	time	
	24 (Thursday)	Revision		
Week 6	25 (Friday)	Revision		
	26 (Monday)	o - e		move
	27 (Tuesday)	u - e (oo)		
	28 (Wednesday)	u - e (y-oo)		use
	29 (Thursday)	soft c		
7	30 (Friday)	Revision		want
		Revision		

Phase 5 Decodables Tracker

Phase Week	Letter Progression	Fiction			Non-Fiction		
1	ay ou ie ea						
2	oy ir ue (oo) ue (y-oo)						
3	aw wh ph oe						
							
4	ew (oo) ew (y-oo) au ey						
5	a-e e-e i-e						
6	o-e u-e (oo) u-e (y-oo)						

Pictured: JL384 and BB109

Pictured: JL390 and BB115

Readers can be introduced at the end of the phase week to ensure all graphemes have been taught.
The plural -s is not explicitly taught as a suffix until Phase 6, but has been include to support comprehension as its use is decodable.

Phase 5 Decodables Tracker; *Revision*

Phase Week	Letter Progression	Fiction			Non-Fiction		
							
							
							
							
7	Revision						
							
							
							

Pictured: JL384, BB109 and BB139

Pictured: JL390, BB115 and BB103

Progression

ay	ou	ie	ea	oy	ir	ue	aw
wh	ph	ew	oe	au	ey	a-e	e-e
i-e	o-e	u-e					

Objectives

- Learn vowel digraphs oy ir ue /oo/ ue /y-oo/.
- Learn Common Exception Words (tricky words) Mr Mrs Ms.
- Read and write sentences using sounds from Phases 2 to 5.
- Practise spelling Phase 4 Common Exception Words (tricky words) said like out have some come was what so old do little one.
- Practise spelling Phase 3 Common Exception Words (tricky words) push they me we be he she my by looked you are there here were all sure.
- Practise Phase 4 High Frequency Words went just help from children.
- Revise letter names and formation of capital letters.

Resources

- Grapheme to Phoneme Cards
- Phonemic Awareness Cards
- Common Exception Word Cards
- High Frequency Word Cards (decodable)
- Phoneme Frame Cards
- Alien Word Cards
- Magnetic Letters and Whiteboards
- Read & Write Decodables
- Decodable Readers

Terminology

- Phoneme** - is a single unit of spoken sound.
- Grapheme** - is a letter or sequence of letters that represents a phoneme.
- Digraph** - is a single unit of sound represented by two letters e.g. 'th' as in thin.
- Trigraph** - three letters that make one sound air ear igh ure.
- Adjacent consonants** - two or more consonants next to each other in a word - stop list stand scream splash.

Teacher-Led Activities

- Lucky Dip
- Quickwrite
- Take off, Touch down
- Full Circle
- Countdown
- Stash and Flash
- Which Phoneme?
- Write a Sentence

Assessment

- Be able to blend, read, segment and spell words containing oy ir ue /oo/ ue /y-oo/ graphemes.
- Be able to read new Common Exception Words (tricky words) Mr Mrs Ms.
- Be able to read and spell Phase 4 Common Exception Words said like out have some come was what so old do little one.
- Be able to read and spell Phase 4 High Frequency Words (decodable) went just help from children.

Decodable Readers



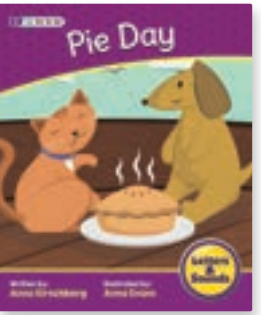
Set 1 Non-Fiction Book 1 & 2
JL390



Set 2 Non-Fiction Book 1
BB115

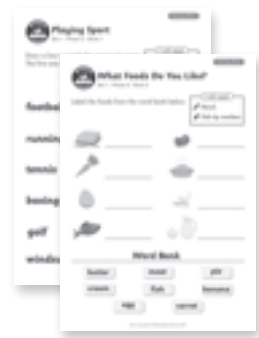


Set 1 Fiction Book 1
JL384



Set 2 Fiction Book 1
BB109

Teacher Book Activities



Set 1 Non-Fiction pg. 147 & 149
BB131



Set 2 Non-Fiction pg. 147
BB133



Set 1 Fiction pg. 147
BB130



Set 2 Fiction pg. 147
BB132

Workbook Activities



Phase 5 Workbook pg. 12 - 20
BB122

Objective

Learn and practise digraph oy.

Revise

Recall all GPCs learned so far using flashcards.
Recall Phase 2 Common Exception Words (tricky words) as I is no go to into the put his has of pull full.

Teach 10mins

- **Hear Phoneme** - Share 3 images or objects with phoneme oy (boy toy joy). Say aloud, with emphasis on vowel sound. What can the children hear? Model phoneme 'oy'.
- **Teach grapheme caption** 'oy' enjoy the toys.
- **Lowercase formation caption** - revisit formation 'o' 'y' (Phase 2, Lesson 12 & Phase 3, Lesson 6). Explain that both letters must be written together as a digraph.
- **Decoding** – Explain using mnemonic on page 37.
- Present the whole words on the IWB or flashcards toy joy royal to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 37.
- Use a phoneme frame to show the children how to build the word toy with letters. Model writing the word.
- **Alien Word of the Day** - loy.

Blending for Reading - Lucky Dip

Teacher writes any 'oy' word on the board (or piece of paper) and hides from children.

Each child picks out (or is given by teacher) a card with a word from the lesson containing 'oy' and reads aloud, continuing until each child gets a card.

At the end the teacher reveals the hidden word, and the child that has the matching word to the teacher's secret word shouts lucky dip and wins!

cowboy enjoy oyster joy employ royal

Practise 10mins

Segmenting for Spelling - Quickwrite

Teacher reads out an 'oy' word (containing the target grapheme) and the children segment the word by counting the phonemes on their fingers.

At an early level, scaffold by writing the first letters on the whiteboard and ask children to write the last letters on their own.

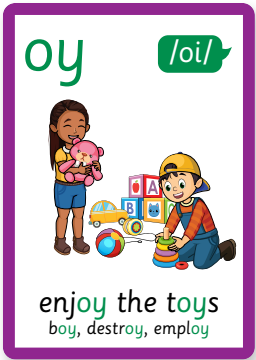
soy royal loyal ahoy destroy joystick

Apply 5mins

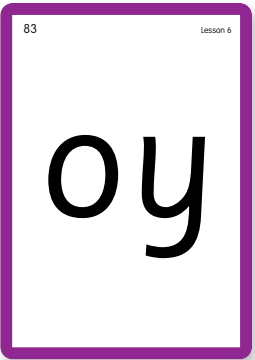
Resources



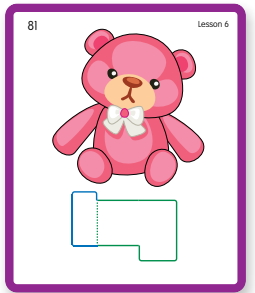
Phonemic Awareness Cards
JL691



Grapheme to Phoneme Cards
JL686



Read & Write Decodables
JL695 - Phase 5, Book 1



Phoneme Frame Cards
JL689



Alien Word Cards
JL692

Magnetic Letters

t j b s t e r e n d r a l o y						
toy	joy	boy	oyster	enjoy	destroy	royal

Word Building Examples

Objective

Learn and practise digraph **ir**.

Revise

Recall all GPCs learned so far using flashcards.
Recall Phase 3 Common Exception Words **push they me we be he she my by looked you are there here were all sure**.

Teach 10mins

- **Hear Phoneme** - Share 3 images or objects with phoneme **ir** (**bird girl first**). Say aloud, with emphasis on vowel sound. What can the children hear? Model phoneme 'ir'.
- **Teach grapheme caption** 'ir' twirl in a skirt.
- **Lowercase formation caption** - revisit formation 'i' 'r' (Phase 2, Lessons 6 & 19). Explain that both letters must be written together as a digraph.
- **Decoding** – Explain using mnemonic on page 37.
- Present the whole words on the IWB or flashcards **sir bird dirt** to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 37.
- Use a phoneme frame to show the children how to build the word **bird** with letters. Model writing the word.
- **Alien Word of the Day** - **chirt**.

Blending for Reading - Take Off, Touch Down

Children sit in a circle and are given cards with decodable words containing the grapheme being taught. In turn, each child stands up, segments the word and shows the group the word card.

All the children then say the word, and the child with the word card reaches high into the air (like a rocket) and then sits down as the touchdown. Repeat until all children have had a turn.

first quirk swirl third thirteen

Practise 10mins

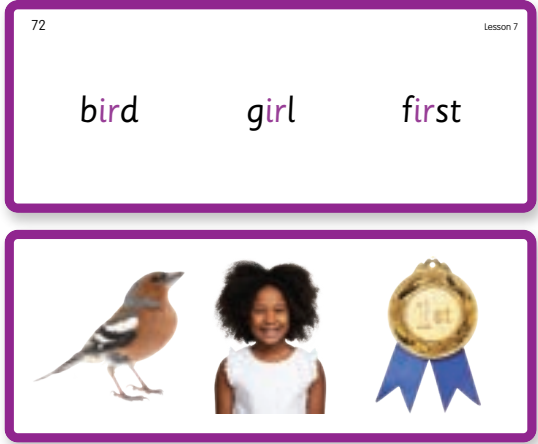
Segmenting for Spelling - Full Circle

Start with the first word and change letters to make different words. Tell the children when they hear the first word 'shirt' again at the end they can say "Full Circle".

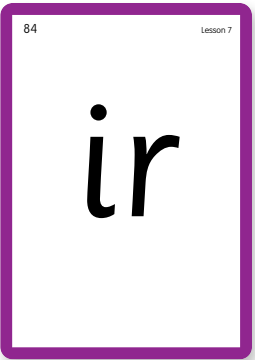
shirt bird girl sir skirt dirt shirt

Apply 5mins

Resources



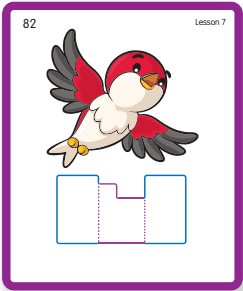
Phonemic Awareness Cards
JL691



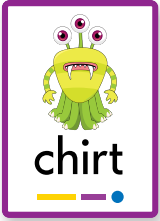
Grapheme to Phoneme Cards
JL686



Read & Write Decodables
JL695 - Phase 5, Book 1



Phoneme Frame Cards
JL689



Alien Word Cards
JL692

Magnetic Letters

s g l b d k t sh th f ir								
sir	girl	bird	dirt	skirt	shirt	birth	first	third

Word Building Examples

Objective

Learn and practise vowel digraph ue (/oo/).

Revise

Recall all GPCs learned so far using flashcards.
Recall Phase 4 Common Exception Words said like out have some come was what so old do little one.

Teach 10mins

- Hear Phoneme** - Share 3 images or objects with phoneme ue (glue blue clue). Say aloud, with emphasis on vowel sound. What can the children hear? Model phoneme 'ue /oo/'.
- Teach grapheme caption** 'ue' blue glue.
- Lowercase formation caption** - revisit formation 'u' 'e' (Phase 2, Lessons 18 & 17). Explain that both letters must be written together as a digraph.
- Decoding** – Explain using mnemonic on page 37.
- Present the whole words on the IWB or flashcards blue clue true to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- Encoding** – Explain using mnemonic on page 37.
- Use a phoneme frame to show the children how to build the word glue with letters. Model writing the word.
- Alien Word of the Day** - smue.

Blending for Reading - Countdown

Teacher has a list of decodable words (containing the grapheme of interest) on the board which are covered and then revealed one at a time.

Children must be seen to be segmenting and then blending to read before revealing the next word on the list.

A sand timer can be used for fun to complete the list before the time runs out!

blue clue true gruesome

Practise 10mins

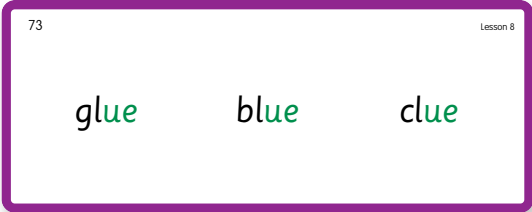
Segmenting for Spelling - Stash and Flash

Teacher reads the following words and children write the spelling of one word on their whiteboard, and 'stash' it away from others. The teacher then says 'flash' and the children reveal their words. Teacher and TAs must correct any incorrect spellings or errors.

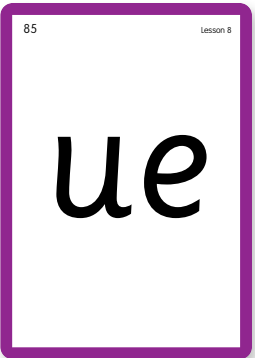
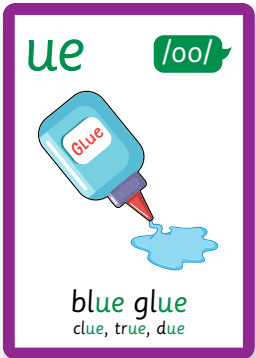
untrue sue cruel

Apply 5mins

Resources



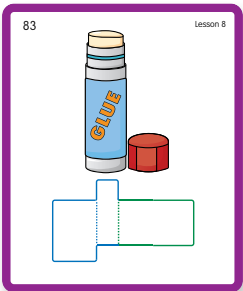
Phonemic Awareness Cards
JL691



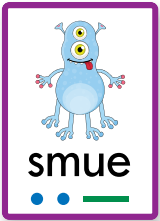
Grapheme to Phoneme Cards
JL686



Read & Write Decodables
JL695 - Phase 5, Book 1



Phoneme Frame Cards
JL689



Alien Word Cards
JL692

Magnetic Letters

g l b c t r ue			
glue	blue	clue	true

Word Building Examples

Objective

Learn and practise vowel digraph ue (/y-oo/).

Revise

Recall all GPCs learned so far using flashcards.
Recall Phase 4 Common Exception Words said like out have some come was what so old do little one.

Teach 10mins

- Hear Phoneme** - Share 3 images or objects with phoneme ue (statue argue Tuesday). Say aloud, with emphasis on vowel sound. What can the children hear? Model phoneme 'ue /y-oo/
- Teach grapheme caption** 'ue' join the rescue.
- Lowercase formation caption** - revisit formation 'u' 'e' (Phase 2, Lessons 18 & 17). Explain that both letters must be written together as a digraph.
- Decoding** – Explain using mnemonic on page 37.
- Present the whole words on the IWB or flashcards argue statue queue to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- Encoding** – Explain using mnemonic on page 37.
- Use a phoneme frame to show the children how to build the word statue with letters. Model writing the word.
- Alien Word of the Day** - captue.

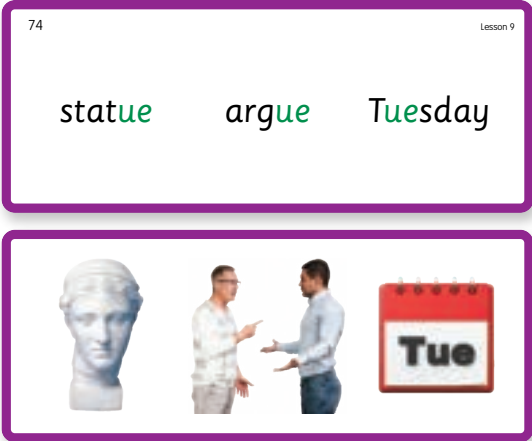
Practise 10mins

GPC Comparisons - Which Phoneme?
Use two sides of the classroom: one representing the ue /oo/ sound from Lesson 8 and the other representing the ue /y-oo/ sound from this lesson. Optional to display images for visual aid.
Give children a mixture of word cards containing these phonemes and ask them which side of the classroom the card belongs.
queue avenue rescue due issue Tuesday tissue continue
blue clue untrue true cruel gruesome

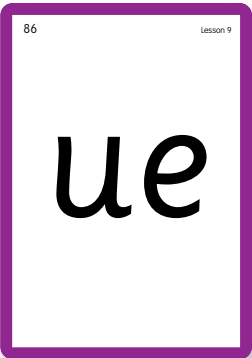
Apply 5mins

Spelling and Writing - Write a Sentence
Teacher shares an image on IWB of people waiting in a queue and orally models the caption. Children write the caption either on whiteboard or paper.
It is bad to argue in a queue on a Tuesday.

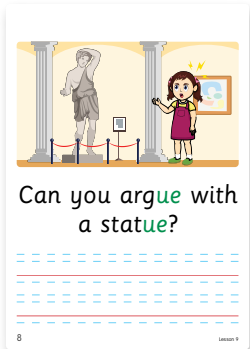
Resources



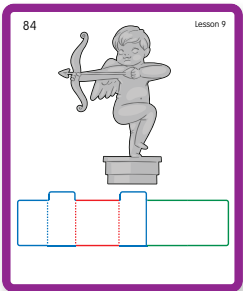
Phonemic Awareness Cards
JL691



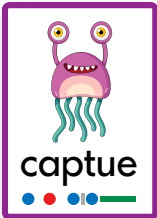
Grapheme to Phoneme Cards
JL686



Read & Write Decodables
JL695 - Phase 5, Book 1



Phoneme Frame Cards
JL689



Alien Word Cards
JL692

Magnetic Letters

ue t s a r g d t y q ue			
argue	Tuesday	statue	queue

Word Building Examples

Objective

Learn and practise Common Exception Words (tricky words) and revise **oy ir ue**.

Revise

Recall all GPCs learned so far using flashcards.
Revise all Phase 4 Common Exception Words (tricky words) **said like out have some come was what so old do little one**.
Revise all Phase 5 Common Exception Words (tricky words) learned so far **today house mouse hour because**.

Teach 10mins

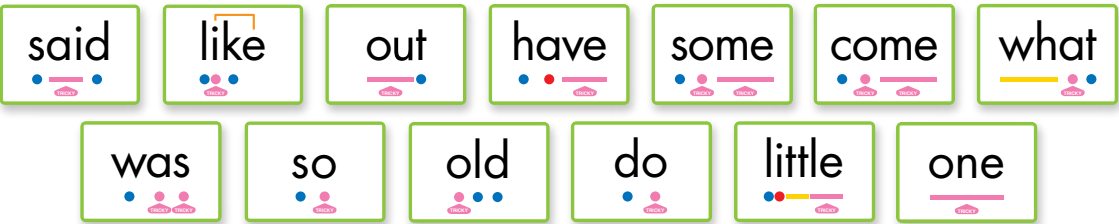
Teach Common Exception Words (tricky words) **Mr Mrs Ms**.
Explain that Mr and Mrs were originally the abbreviations of master and mistress, while mister and missus are the renderings of the altered pronunciation of master and mistress in Mr and Mrs. Similarly, miss was originally short for mistress.
Ms is an ambiguous compromise between Miss and Mrs.
Spell High Frequency Words **day our**.

Practise 10mins

Segmenting for Spelling
Practise segmenting Phase 4 Common Exception Words (tricky words) **said like out have some come was what so old do little one**.

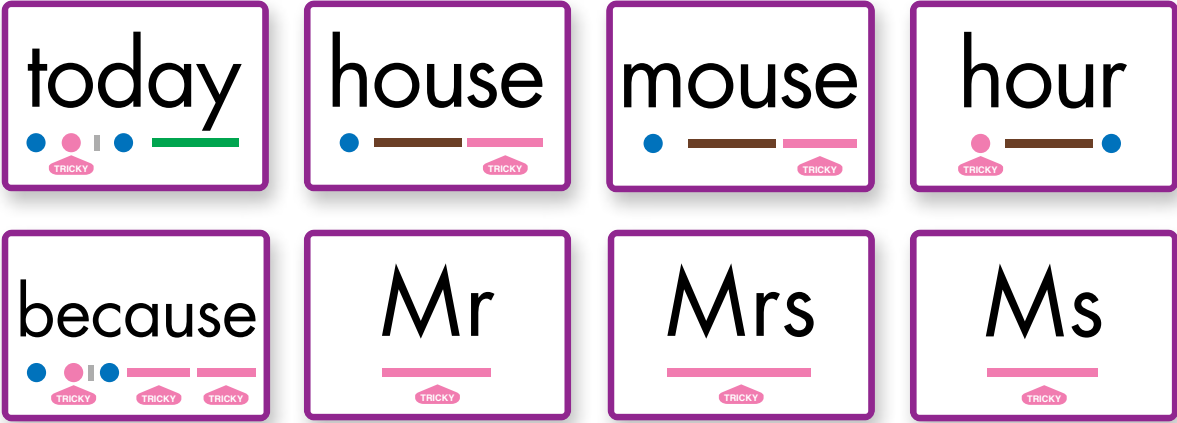
Apply 5mins

Blending for Reading - Independent reading
Children are given a decodable reader from Phase 5.
Suggested Titles
Set 1 Non-Fiction (JL390) - 'Playing Sport' (Book 1), 'What Foods Do You Like?' (Book 2).
Set 2 Non-Fiction (BB115) - 'Let's Play Music' (Book 1), 'Birds in the Garden' (Book 2).
Set 1 Fiction (JL384) - 'Lost at Sea' (Book 1), 'Rainy Day at Home' (Book 2).
Set 2 Fiction (BB109) - 'Pie Day' (Book 1), 'The Cat's Claw' (Book 2).

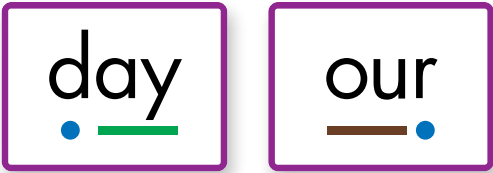


Common Exception Word Cards
JL687 - Phase 4

Resources



Common Exception Word Cards
JL687 - Phase 5

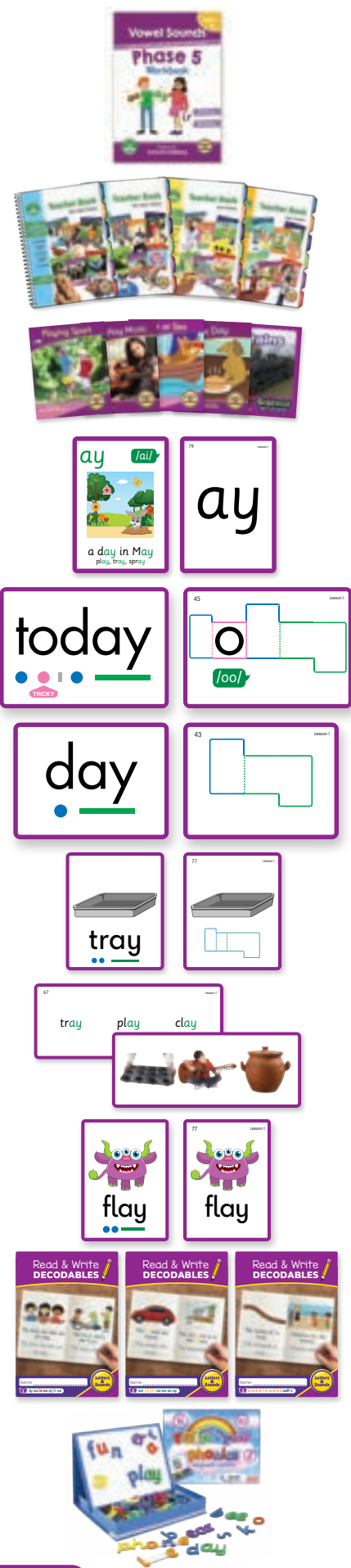


High Frequency Word Cards
JL688 - Phase 5

Decodable Readers



Set 1 Non-Fiction Book 1 & 2 JL390
Set 2 Non-Fiction Book 1 & 2 BB115
Set 1 Fiction Book 1 & 2 JL384
Set 2 Fiction Book 1 & 2 BB109



Workbook	BB122	Phase 5
Teachers Books	BB130, BB131, BB132, BB133	4/6
Decodable Readers	JL390, BB115, JL384, BB109, BB103	60 Titles
Grapheme to Phoneme Cards	JL686	Cards 79-101
Common Exception Word Cards	JL687	Cards 45-59
High Frequency Word Cards (decodable)	JL688	Cards 43-51
Phoneme Frame Cards	JL689	Cards 77-103
Phonemic Awareness Cards	JL691	Cards 67-89
Alien Word Cards	JL692	Cards 77-103
Read & Write Decodables	JL695	Set B Phase 5 Books 1-3
Magnetic Letters and Whiteboards	JL194	84 Letters

Hi-Lo Decodables (Phase 5)

Fiction



Science Decodables (Phase 5)

Non-Fiction



Phase 3

I can say the phoneme (sound) when shown the grapheme (letter)

Week 5 & 6	Consonant Digraphs	Date Achieved	Date Achieved	Date Achieved
	qu			
	ch			
	sh			
	th (voiced)			
	th (unvoiced)			
	ng			
Week 7 - 13		Date Achieved	Date Achieved	Date Achieved
	ai			
	ee			
	igh			
	oa			
	oi			
	oo (short)			
	oo (long)			
	ow /ow/			
	ow /oa/			
	ar			
	air			
	ear			
	er			
	ur			
	or			
	ure			

Phase 5

Week 1 - 6	Progression	Date Achieved	Date Achieved	Date Achieved
	ay			
	ou /ow/			
	ie /igh/			
	ea /ee/			
	oy			
	ir			
	ue /oo/			
	ue /y-oo/			
	aw			
	wh			
	ph			
	oe			
	ew /oo/			
	ew /y-oo/			
	au			
	ey			
	a - e			
	e - e			
	i - e			
	o - e			
	u - e /oo/			
	u - e /y-oo/			

Blending assessment: be able to blend to read

Practice pl-ay dr-ea-m

Word to be sounded out by adult	Tick if correct	Record what is said if incorrect
oy-s-t-er		
g-l-ue		
c-r-ew		
ph-o-n-i-c-s		
b-ir-d		
c-r-ie-d		

Blending assessment: be able to blend alien words

Practice zl-ay br-ea-m

Word to be sounded out by adult	Tick if correct	Record what is said if incorrect
s-p-r-ue		
d-r-e-ph		
k-r-oy-t		
p-r-ea-z		
s-r-ou-t		
f-l-ie-p		

Segmenting assessment: be able to segment to spell with correct grapheme

Practice haunt crawl cream

Word to be spoken by adult	Tick if correct	Record what is said if incorrect
spied		
shout		
twirl		
grew		

Phase 3 – Common Exception Words – Spelling						
	Date Achieved		Date Achieved		Date Achieved	
push						
they						
he						
she						
we						
me						
be						
by						
my						
looked						
you						
are						
there						
here						
were						
all						
sure						

Phase 4 – High Frequency Words – Spelling			
	Date Achieved	Date Achieved	Date Achieved
went			
just			
help			
from			
children			

Phase 4 - Common Exception Words - Spelling

	Date Achieved	Date Achieved	Date Achieved
said			
like			
out			
have			
come			
some			
was			
what			
so			
old			
do			
little			
one			

Phase 5 - Common Exception Words - Reading

	Date Achieved	Date Achieved	Date Achieved
today			
house			
mouse			
hour			
because			
Mr			
Mrs			
Ms			
where			
should			
could			
would			
move			
use			
want			

Phase 5 - High Frequency Words - Reading

	Date Achieved	Date Achieved	Date Achieved
day			
our			
saw			
which			
when			
came			
made			
make			
time			

Phase 5 – Captions – Reading		
Sentences	Date Achieved	Date Achieved
She likes the new cakes her mum bakes.		
Kate came first in the class and got a prize.		
Pete was afraid he might miss his ice cream.		
Jon is going to take that awful shirt off.		
They sat outside and looked up as the moon started to rise.		
The firemen used a hosepipe to put out the fire.		
Questions		
Do elephants enjoy milkshakes at teatime?		
Would boys and girls like to play beach games?		
Do you think snakes like pies?		
Can you put cream on your tea?		
Can you bake a cake in the Winter?		
Do you feel unhappy if you do not win a race?		
Is it unfair to win a prize?		



Phase 5 Vowel Sounds Workbook
BB122



Teacher Planner

Systematic Synthetic Phonics (SSP)

This Teacher Planner focuses on alternative sound families and suffixes. It provides daily and weekly lesson plans based on a revised progression of Junior Learning Letters & Sounds. Resources included are designed to work according to daily lessons as the letters are introduced, rather than consolidated at the end of the phase. The Teacher Planner also brings in decodable readers and introduces these closely after letter sounds have been taught to apply newly learnt letter knowledge to real reading.

There is a strong emphasis on Common Exception Words within the program. Common Exception Words (CEWs) have been ordered in their own progression, which runs in parallel to the letter progression. This allows for multiple CEWs to be presented with different spelling patterns but similar phonemes so that children can see the exception components as well as the decodable components. Children are empowered to phonemically analyse new words from their grapheme-to-phoneme knowledge and to identify irregular elements as they occur.

Overall, Junior Learning Letters & Sounds is a complete Systematic Synthetic Phonics Program that provides children with the best opportunities for progressing to reading fluency, spelling proficiency and a love of literacy.

Daily Lesson Plans



Weekly Lesson Plans



JL708



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