

Phase 6 weekly planning.

This planning assumes that children are familiar with all GPCs from Phase 5. Page numbers refer to pages with more detail of activities within the Letters and Sounds document. The appendices in the other document include explanations of the grammar in this Phase, examples of words with each suffix and ideas on what to do, these can be cut and pasted into worksheets.

<p>Phase 6 (Through out Y2)</p>	<p>Reading</p>	<p>Rarer GPCs i.e. they read charge as ch/ar/ge not c/h/a/r/g/e High frequency words are in Appendix 1 food, fox, way, been, stop, must, door, right, sae, these, began, boy, animals, never, next, first, lots, need, that's, baby, fish, gave, something, may, still, found, live, say, soon, night, narrator, small, car, couldn't, three, head, king, town, I've, around, every, garden, fast, only, let's much, suddenly, told, another, great, why, cried, keep, room, last, jumped, even, before, gran, clothes, tell, key, place, mother, sat, boat, window, sleep, feet, morning, queen, each, book, its, green, girl which, inside, under, snow, air, trees, tea, box, dark, granddad, there's, looking, end, than. Best, better, hot, sun, across, gone, hard, floppy, really, wind, wish, eggs, things, stopped, ever, miss, most, cold, park, lived, birds, duck, horse, rabbit, white, coming, he's, river, liked, giant, looks, use, along, plants, dragon, pulled, we're, fly, grow p 193-95 Allow children to experience fluent reading by getting them to repeat shorter/ easier texts – build confidence. Range of fiction, poetry and non-fiction Comprehension and review p168-9</p>
	<p>Spelling Past tense</p>	<p>Teaching the past tense – simple past tense orally first. Teach common verbs which have irregular past tense e.g. go- went, come – came, say – said. P170</p>
	<p>Spelling Suffixes p189 - 191</p>	<p>Investigating and learning how to add suffixes p171 - 174 ed suffix for past tense using 5/6 box phoneme frame ing added to verbs s and es added to nouns and verbs bushes/ catches ies added to nouns ferries/ skies ful added to nouns e.g. careful er added to verbs and adjectives runner, reader, bigger est added to adjectives biggest, slowest ly added to adjectives to form adverbs sadly, happily, lately</p>

	<p>ment added to verbs to form nouns payment, advertisement</p> <p>ness added to adjectives to form nouns darkness, sadness</p> <p>y added to nouns to form adjectives funny, smoky, sandy</p> <p>Other spelling guidelines on p187- 8</p>
Spelling Long words	<p>How suffixes and prefixes change words</p> <p>Syllables</p>
Spelling 'Difficult bits'	<p>Parts of high frequency words which are commonly misspelt</p> <p>Strategies – poster on p192</p>
Spelling Independence	<p>Proofreading</p> <p>Using dictionaries and spell checkers</p> <p>Links with handwriting</p> <p>Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words.</p> <p>Form and use the four basic handwriting joins.</p> <p>diagonal joins to letters without ascenders, e.g. <i>ai, ar, un</i>;</p> <p>horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi</i>;</p> <p>diagonal joins to letters with ascenders, e.g. <i>ab, ul, it</i>;</p> <p>horizontal joins to letters with ascenders, e.g. <i>ol, wh, ot</i>.</p> <p>Wordprocess short narrative and non-narrative texts.</p>

Week	Grammar/Phonics focus	Reading and Writing	High frequency words
1	<ul style="list-style-type: none"> • (Mon) Discuss the concept of the past, use words such as Yesterday, last week, last month, when I was a baby etc. Write a diary entry of a few sentences about their weekend. • (Tue) Explain that when we talk about the past we use a different tense and that the verbs we use change p170. Demonstrate with the following examples that add 'ed' to form the past tense: I look at the TV. I looked at the TV. I like pizza. I liked the pizza etc. Do Phoneme Frame activity p171. • (Wed) Look at the spelling and different pronunciations of 'ed' endings p171, e.g. stopped, listened, landed, these are all verbs which indicate the past tense. Why is soft spelled this way but lifted spelled this way? Just because a word ends with that sound doesn't mean it's the past tense. Do Phoneme Frame activity p171. 	<ul style="list-style-type: none"> •(Thurs) Use a text with lots of present tense and ask the children to convert it to the past tense. See Appendix 3. 	<ul style="list-style-type: none"> • (Fri) Discuss strategies for tackling polysyllabic words p175. Animals, garden, another, everything. Syllables games p176.
2	<ul style="list-style-type: none"> • (Mon) Look at the difference between long and short vowel sounds. Explain that this will be useful for the following day's activity. Give the children a selection of words including split digraphs and ask them to sort between long and short vowels. Discuss their choices. Appendix 4. • (Tue) Investigate what happens to the spelling of the base word when adding 'ed'. See page 189-90 for the rules. Do Word Sort activity p172/ Add Race activity p173. • (Wed) Children make their own rules for turning regular verbs into past tense. (Make sure the children are clear that they are changing the verb tense and not just adding 'ed'. Similarly make sure the children understand that you add 'ed' to a regular verb regardless of the pronunciation of the 'ed' suffix.) 	<ul style="list-style-type: none"> • (Thu) Use a text with lots of past tense and ask the children to convert it to the present tense. See Appendix 5. 	<ul style="list-style-type: none"> • (Fri) Discuss strategies for tackling polysyllabic words p175. dragon, morning, granddad. Syllables games p176.
3	<ul style="list-style-type: none"> • (Mon) Review verbs where adding the 'ed' doesn't work, teach these as irregular verbs: see – saw, say – said, have – had, am – was etc. Can they find any more examples of these? • (Tue) Look back through diary entries and find other examples of irregular verbs. Finding and learning difficult bits p 178 for difficult words such as 'caught'. • (Wed) Read through a text together and find the verbs in the past tense. Which are regular/irregular? What do they notice about the spelling patterns? Practise reading aloud together. 	<ul style="list-style-type: none"> • (Thur) Practise diagonal joins to letters without ascenders, e.g. <i>ai, ar, un, ed,</i> 	<ul style="list-style-type: none"> •(Fri) Discuss strategies for tackling polysyllabic words p175. classroom, together, grandmother. Syllables games p176.
4	<ul style="list-style-type: none"> • (Mon) What is a suffix? P171-4. Review what they learned about past tense. • (Tue) Teach the difference between present simple and present continuous. E.g. I meet my friend - I am meeting my friend. I eat my dinner – I am eating my dinner. • (Wed) Orally give a running commentary of what their partner is doing. Record some of these sentences and observe the difference between these and present simple. 	<ul style="list-style-type: none"> • (Thur) Convert a text to the present continuous. See Appendix 6. 	<ul style="list-style-type: none"> • (Fri) Practise the following high frequency words 'ing' endings such as looking, coming, flying, making, running. Put into sentences
5	<ul style="list-style-type: none"> • (Mon) Go over what they found last week. Talk about 'ing' as a suffix to indicate something that is happening that hasn't finished yet. Find them in the text and distinguish from words with 'ing' such as sing, ring, sting. How can they tell the difference? See Appendix 7. • (Tue) Investigate spellings of verbs with 'ing' endings. See page 189-90 for the rules. Do Word Sort activity p172. • (Wed) Do Add Race activity p173 for words with 'ing' suffix. 	<ul style="list-style-type: none"> • (Thur) Practise horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi, ing</i> 	<ul style="list-style-type: none"> • (Fri) Go through spelling guideline 5 on page 188. Rules about v at the end of words. Give, live, have, love, above, alive, save, stove, rev. is an abbreviation.
6	<ul style="list-style-type: none"> • (Mon) What are the rules for adding 'ing'? Do they relate to the rules for adding 'ed'? 	<ul style="list-style-type: none"> • (Thur) Practise horizontal 	<ul style="list-style-type: none"> • (Fri) Go through these high

	<ul style="list-style-type: none"> • (Tues) Practise reading aloud text with simple present. Change the verbs to present continuous and rewrite. • (Wed) Mark the work from yesterday against the rules, have they spelled the words correctly? P184-5 	joins to letters without ascenders, e.g. <i>ou, vi, wi, ing</i>	frequency words and investigate those which are hard to spell. Use strategies on p180 to help remember. never, next, first, lots, need, fish, gave, may, still, found, say, soon, night, narrator,.
7	<ul style="list-style-type: none"> • (Mon) Teach 'er' suffix which changes a verb into a noun (usually a person) ie, read – reader, run – runner, teach – teacher. What other examples can they think of? • (Tue) Investigate spelling rules for adding 'er' p189-90. • (Wed) Do Phoneme Frame activity p171. 	<ul style="list-style-type: none"> • (Thur) Practise days and months in handwriting practise. Discuss any tricky parts. 	<ul style="list-style-type: none"> • (Fri) Write rules for adding 'er' suffix,
8	<ul style="list-style-type: none"> • (Mon) Review what they have learned so far and practise high frequency words. • (Tue) Teach comparative adjectives i.e. big – bigger, fat – fatter, long- longer. Write sentences comparing, for example, Chloe is taller than Matthew. My sister is younger than me. • (Wed) Look at what happens when adding the suffix 'er' to the spellings of the base words p189-90. Do Word sort activity p172. 	<ul style="list-style-type: none"> • (Thu) Do a running dictation from a piece of text using suffixes used so far. See Appendix 8. 	<ul style="list-style-type: none"> • (Fri) Read a piece of writing with mistakes in the suffixes. Can they identify and correct them using knowledge of suffixes so far.
9	<ul style="list-style-type: none"> • (Mon) Teach superlative adjectives i.e. biggest, tallest, smallest, coldest. Superlatives describe the most cold, tall, big etc something can be. Write sentences using these to describe friends, weather, school etc. • (Tue) Look at what happens when adding the suffix 'est' to the spellings of the base words p189-90. Do Word sort activity p172. • (Wed) Play Add Race p173 using 'est' suffix. 	<ul style="list-style-type: none"> • (Thu) Teach elisions or contractions, see spelling guideline 6 on page 188: That's, let's couldn't, there's, I've, he's, we're, I'm, they're etc 	<ul style="list-style-type: none"> • (Fri) Change a text with full version to contracted version i.e. from I am to I'm. Proofread. See Appendix 9.
10	<ul style="list-style-type: none"> • (Mon) Write a piece (using focus words such as comparative and superlative adjectives). • (Tue) Teach proofreading p185. Review their own writing including the spelling of the focus words. • (Wed) Teach marking p184. Give sample piece of work to practise marking before marking their own/ each others. Appendix 10. 	<ul style="list-style-type: none"> • (Thur) Practise diagonal joins to letters, e.g. <i>er, est</i> 	<ul style="list-style-type: none"> • (Fri) Go through these high frequency words and investigate those which are hard to spell. Use strategies on p180 to help remember: place, mother, sat, window, sleep, feet, queen, each, its, green, girl which,
11	<ul style="list-style-type: none"> • (Mon) Review learning so far and practise high frequency words. • (Tue) Teach the meaning of plurals and review ie. One shoe- two shoes, one baby – two babies. What is happening to these words? Adding s, or es. • (Wed) Investigate rules for adding s or es p 189-90 ie what happens to a word like sky or baby that end if y? What about words ending in ch/sh? 	<ul style="list-style-type: none"> • (Thur) Give children a short dictation using some of the suffixes used so far in Phase 6. Give children time to proofread and check spellings then mark p 184-5. 	<ul style="list-style-type: none"> • (Fri) Spelling rules with words starting with w, wh or qu. See guidelines 2 on page 187: was, wallet, want, wash, what, quarrel, quality, squad, quad, squash, watch, wander
12	<ul style="list-style-type: none"> • (Mon) Do Word Sort activity on p172 for plurals. • (Tue) Do Add Race activity on p173 for plurals. 	<ul style="list-style-type: none"> • (Thur) Practise handwriting: horizontal joins to letters 	<ul style="list-style-type: none"> • (Fri) Spelling rules with words starting with w or

	<ul style="list-style-type: none"> • (Wed) Write rules for changing singular to a plural 	with ascenders, e.g. ol, wh, ot.	qu. See guidelines 3 on page 187: work, word, worm, worship, worth.
13	<ul style="list-style-type: none"> • (Mon) Review what they learned about plurals last week. Teach them that the same rules apply for certain verb endings, e.g. I eat – he eats. I push – she pushes. Practise changing from I to he/she/it and check the spelling patterns are the same as for plurals. • (Tue) Check and correct a piece of writing with mistakes on verb endings and plurals. • (Wed) Review plurals and verb endings and clap out syllables. Discuss learning strategies p179-80. 	<ul style="list-style-type: none"> • (Thu) Do a running dictation from a piece of writing using all suffixes covered so far in Phase 6. Check and mark together at the end. 	<ul style="list-style-type: none"> • (Fri) Spelling rules 1 on p187.
14	<ul style="list-style-type: none"> • (Mon) Review what they have learned so far, and practise high frequency words. • (Tue) Teach the 'ly' suffix when added to an adjective to make an adverb. What does the 'ly' do to the word? It describes the way something is happening. P189-90. Suddenly, safely, loudly, quietly etc • (Wed) Can you add 'ly' to any adjective? Investigate. 	<ul style="list-style-type: none"> • (Thu) Demonstrate using a spell checker on a prepared word document. Children have a go. Use Appendix 10. 	<ul style="list-style-type: none"> • (Fri) Children read a text where the spell checker has been used incorrectly so the sentences don't make sense. What went wrong?
15	<ul style="list-style-type: none"> • (Mon) Look at examples of adding suffix 'ly' what happens to the spelling? Base word doesn't change. • (Tue) Do Word Sort activity using 'ly' suffix p 172. • (Wed) Do Add Race activity using 'ly' suffix p173. 	<ul style="list-style-type: none"> • (Thu) Use spellchecker on a prepared word document with mistakes. Review learning from last week. Review results. 	<ul style="list-style-type: none"> • Practise using a dictionary – what is it for? Meaning/spelling.
16	<ul style="list-style-type: none"> • (Mon) Teach 'ly' which changes nouns into time adverbials such as week- weekly, month-monthly etc. Do the same spelling rules apply? (Yes) • (Tue) Teach 'ly' which changes nouns into adjectives such as friend – friendly, mother – motherly. Use in sentences. • (Wed) Do a dictation using 'ly' endings and proofread. Mark in pairs. 	<ul style="list-style-type: none"> • Practise handwriting: diagonal joins to letters with ascenders, e.g. <i>ab, ul, it;</i> 	<ul style="list-style-type: none"> • Use these high frequency words to sort into alphabetical order and make mini-picture dictionary: Began, boy, baby, better, birds, before, boat, book, best, better, box,
17	<ul style="list-style-type: none"> • (Mon) Teach 'y' suffix to turn a noun into an adjective, such as bony, hairy, nosy, mouthy, leggy, cheeky, (usual means too much or more of somethings) What others do they know? Sunny, funny, smelly. • (Tue) Investigate spellings with adding 'y' p190. Do Word Sort activities from p172. • (Wed) Do Add Race activity from, p173. 	(Thu) Make a class poster, things you can do before you ask someone.	<ul style="list-style-type: none"> • Teach spelling guideline 4 p187, or sound before the letter l is usually spelled with an a. all, call, ball, also, always.
18	<ul style="list-style-type: none"> • (Mon) Practise reading aloud a text using lots of suffixes taught so far. Discuss reading strategies such as context, punctuation, inference, prior knowledge, interrogating text, mental images, summarising. P169 • (Tue) Go over reading strategies from yesterday and read silently. Underline parts of the text they don't know and discuss strategies they could use with a partner. • (Wed) Children read their own books and work together to tackle problem words. 	<ul style="list-style-type: none"> • (Thu) Practise handwriting using high frequency words. 	<ul style="list-style-type: none"> • (Fri) Teach spelling guideline 8 on page 188.

19	<ul style="list-style-type: none"> • (Mon) Practise high frequency words/ topic words and discuss those which are hard to spell. Go through strategies on p180. • (Tues) Teach suffix 'ness' which turns an adjective into a noun which describes the state or condition of something p189. ie. Happiness, silliness, sadness. Can they think of any others? • (Wed) Investigate how adding the 'ness' suffix changes the spelling of the base word p190. 	<ul style="list-style-type: none"> • (Thu) Practise handwriting using most common high frequency words including previous Phases. 	<ul style="list-style-type: none"> • (Fri) Read a piece of writing with mistakes in the suffixes. Can they identify and correct them using knowledge of suffixes so far. Appendix 11.
20	<ul style="list-style-type: none"> • (Mon) Practise adding 'ness' suffix using Phoneme Frame activity p171 • (Tue) Practise adding 'ness' suffix using Word Sort activity p172 • (Wed) Practise adding 'ness' suffix using Add Race activity p173. 	<ul style="list-style-type: none"> • (Thu) Practise handwriting using dictation of a text using high frequency words. 	<ul style="list-style-type: none"> • (Fri) Teach spelling guideline 7 p 188 about their/there/they're. Link to words them, they, these, them.
21	<ul style="list-style-type: none"> • (Mon) Children test each other on suffix words used so far in the Phase. Practise marking. • (Tue) Children write a piece of text about a topic they are studying for proofreading practise. • (Wed) Children use text from previous day and proofread and referring back to poster of what they can do to spell a word before asking someone. 	<ul style="list-style-type: none"> • (Thu) Practise handwriting using dictation of a text using high frequency words. 	<ul style="list-style-type: none"> • Practise correct use of there/their/they're. Fill in blanks in text.
22	<ul style="list-style-type: none"> • (Mon) Teach children the suffix 'ment' used to turn a verb into a noun p 189. Use dictionary to look up the following words: development, entertainment, enjoyment, amusement, employment, payment, advertisement. • (Tue) Use the base words and the words with suffixes from yesterday in sentences. • (Wed) Investigate spelling patterns of adding 'ment' to a base word. Does it change? No. 	<ul style="list-style-type: none"> • (Thu) Children practise 'ment' suffix by a dictation exercise. 	<ul style="list-style-type: none"> • (Fri) Go through these high frequency words and investigate those which are hard to spell. Use strategies on p180 to help remember: much, told, great, why, cried, keep, room,
23	<ul style="list-style-type: none"> • (Mon) Do Word Sort activity p172 for adding 'ment'. • (Tue) Do Add Race activity p173 for adding 'ment'. • (Wed) Sort into words that make sense and those that don't using prior knowledge and dictionaries. Happiness, fruitness, coldness, headness, etc 	<ul style="list-style-type: none"> • (Thu) Children do a running dictation of a text with suffixes used so far. Mark against the suffixes. 	<ul style="list-style-type: none"> • (Fri) Go through these high frequency words and investigate those which are hard to spell. Use strategies on p180 to help remember: small, car, three, head, king, town, fast, only,
24	<ul style="list-style-type: none"> • (Mon) Go through all suffixes learned so far in Phase 6 in a Quickwrite game (see Phase 5 p117) • (Tues) Teach 'ful' suffix to turn a noun into an adjective meaning full of something p189-90. Think of other words they know with 'ful' suffix e.g. wonderful, beautiful, careful. Prompt children with a pattern, someone who is full of power is...., someone who is full of pain is.... Etc • (Wed) Investigate spelling patterns when adding 'ful' to a base word. What happens to the word 'full'? What are the rules? 	<ul style="list-style-type: none"> • (Thu) Practise using spell checker on computer again. This time focus on suffixes used recently, ful, ment and ness. 	<ul style="list-style-type: none"> • (Fri) Print off work from yesterday and read. Discuss anything that doesn't make sense, is hard to read.
25	<ul style="list-style-type: none"> • (Mon) Practise adding 'ful' suffix with Word Sort activity p172. • (Tue) Practise adding 'ful' suffix with Add Race activity p173. • (Wed) Teach the suffix 'less' to turn a noun into an adjective. Compare to 'ful'. Can you use 	<ul style="list-style-type: none"> • (Thu) Practise handwriting using dictation of a text using high frequency 	<ul style="list-style-type: none"> • (Fri) Go through these high frequency words and investigate those

	the same base words? For example powerful and powerless, but there is no beautiful.	words.	which are hard to spell. Use strategies on p180 to help remember: place, mother, sat, window, sleep, feet,
26	<ul style="list-style-type: none"> • (Mon) Investigate spelling of words with 'less' as a suffix. For example, useless, penniless, hopeless. • (Tue) Practise adding 'less' suffix using Word Sort activity p172. • (Wed) Practise adding 'less' suffix using Add Race activity p173. 	<ul style="list-style-type: none"> • (Thu) Children complete blank spaces using base word and adding ful or less to make positive or negative words. Put cross where the word doesn't exist. Appendix 12. 	<ul style="list-style-type: none"> • Go through these high frequency words and investigate those which are hard to spell. Use strategies on p180 to help remember: queen, each, its, green, girl which.
27	<ul style="list-style-type: none"> • (Mon) Teach children the suffix 'en' which turns adjectives into verbs such as flat – flatten, soften, loosen, tighten, fatten. Ask the children to try to explain what is happening to the base word, how is the meaning changing? • (Tue) Investigate the spelling pattern when adding 'en'. • (Wed) Sort words with 'en' suffix into different categories of spelling as in Word Sort p172. 	<ul style="list-style-type: none"> • (Thu) Children complete suffix crossword. Appendix 13. 	<ul style="list-style-type: none"> • (Fri) Children play suffix game.