| Focus <br> Phonemes | Sound <br> Activity <br> Sheets - <br> Additional <br> Words/phone mes <br> These words/phoneme s need to be explicitly taught. <br> Identify the tricky part of the word. | Sentence Word - additional words/phonemes <br> These words/phonemes are taught incidentally within the text |  | Cumulative Texts - additional words/phonemes <br> These words/phonemes are taught incidentally within the text |  | Phonics International Decodable Books |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Simple Sentences |  | Starter Booklets | I Can Read |  |
| Unit 1 <br> satipn <br> ckcke <br> hrth |  | th The the | I the The | to into the | th the $d$ and to be | Book 3 - the । <br> Book 4 - this the I <br> Book 5 - th this the I and |
| Unit 2a <br> mdgo <br> ullfffss <br> bjy | $j \rightarrow$ I no go so me he be | $\mathrm{f} \rightarrow$ of | $\begin{aligned} & \\| \rightarrow \text { to } \\ & \\| \mathrm{fff} \rightarrow \text { into } \end{aligned}$ | 1 | he of to go old cold be so ed they was oh no her she by air yoghurt water for when friend their eyes | Book 6 - the he me Book 7 - the he me Book 8 - the he pulls to some Book 9 -into little of |

Word Reading Overview

|  |  |  |  |  | ng -y a ay i ne ee ow le ir er nk or al ve zz | full or some Book 10 - full of into for Book 11 - to golden pudding bungalow |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 2b <br> ai ay w oa ow ie igh le o a eiouy | ai $\rightarrow$ said again <br> ay $\rightarrow$ says <br> oa $\rightarrow$ no go so <br> ow $\rightarrow$ no go so <br> ie/igh $\rightarrow$ I <br> kind mind find mild | $\begin{aligned} & \text { ay } \rightarrow \text { to } \\ & \mathrm{w} \rightarrow \text { into } \\ & \mathrm{oa} \rightarrow \text { said } \\ & o \rightarrow \text { they go } \\ & \mathrm{e} \rightarrow \text { all } \\ & \mathrm{l} \rightarrow \mathrm{I} \text { too } \\ & \mathrm{o} \rightarrow \text { you } \\ & \mathrm{u} \rightarrow \text { do } \end{aligned}$ | ai ay $\rightarrow$ all <br> ai ay $w \rightarrow-y$ <br> oa $\rightarrow$ oh no so <br> oa ow $\rightarrow$ they <br> ie igh $\rightarrow$ re- de- <br> -le $\rightarrow$ table says -y <br> $/ \mathrm{L} / \mathrm{O} \rightarrow$-er -me <br> -ne -ve -y <br> aeiou $\rightarrow$ do to for of $-y$ <br> aeiou $\rightarrow$ se ed to er te re- | today all says <br> Wednesday was old leaves they pony father so mother we loves too to you come some also my eyes said again <br> ee er ea ne aw ng or ou ew y i_e ed ur a_e ve v au ar or oo |  | Book 12 -look so old station <br> Book 13 - pull all they her okay says Book 14 - to again he of little <br> Book 15 - to wobbly onto into for Book 16 - full puts are all they rolling Book 17-again feet knees |
| Unit 3 <br> ee or z zz <br> wh ea <br> ea se ze | /ee/ $\rightarrow$ he me be <br> wwh $\rightarrow$ I no go so me he be | $\begin{aligned} & \mathrm{ee} \rightarrow \text { also } \\ & z \rightarrow \text { was } \\ & \text { ea } \rightarrow \text { their } \end{aligned}$ | ee $\rightarrow$ very or or $\rightarrow$ er to $z \rightarrow$ people ve zz wh $\rightarrow$ your se zz wh $\rightarrow$ ing ea $\rightarrow$ have please | where her field come our all captain more please made glorious y ed ng er uri_e | they my by more life also made again sauce you your er -y ing ve se | Book 18 - planned their homes Book 19 - Mr Mrs they maize |

Word Reading Overview

|  | ea $\rightarrow$ he me be we <br> $/ z / \rightarrow$ was is his please breeze |  | ea $\rightarrow$ have your se ze $\rightarrow$ time all ing floor makes |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 4 <br> ng nk v ve oo oo -y ey x ch sh th | $\vee$ ve $\rightarrow$ love dove above glove come some <br> oo $\rightarrow$ to do who whose <br> ey $\rightarrow$ key monkey donkey <br> sh $\rightarrow$ me he be we she <br> th $\rightarrow$ where here there their things | $\begin{aligned} & v \rightarrow \text { over } \\ & \text { ve } \rightarrow \text { like } \\ & \mathrm{oo} \rightarrow \text { flood } \\ & \text { ey } \rightarrow \text { says } \\ & \text { sh } \rightarrow \text { it's } \\ & \text { th } \rightarrow \text { l've again } \end{aligned}$ | ng $\rightarrow$ her have $\mathrm{nk} \rightarrow$ friend they are unkind came $v$ ve $\rightarrow$ for oo $\rightarrow$ or what $y \rightarrow$ all they $x \rightarrow$ she white they $x \rightarrow$ key said hole ch $\rightarrow$ all call they what sh $\rightarrow$ before shore also th $\rightarrow$ Theo ed homes | out people come those violin was saw our more all also her thought there <br> ey ed er g e_e oo i_e ir or a_e ar ie ne air o_e ur of ture st | my where looks are our you your come soon eyes they same time was life one was friends here there hopes er y ay ore sh ear ch ge |  |
| Unit 5 | ou $\rightarrow$ our | ou $\rightarrow$ people | qu $\rightarrow$ was ed ir | was out you all were | neither were tiara |  |

Word Reading Overview

| qu OU OW oi oy ue er ar ce ge se | hour your four you <br> ow $\rightarrow$ how <br> now brown <br> cow <br> ve $\rightarrow$ blue <br> glue true <br> clue Sue <br> er $\rightarrow$ other <br> mother <br> brother <br> father sister / <br> love dove <br> above <br> shove some <br> come done <br> ar $\rightarrow$ father <br> rather later <br> are <br> ve $\rightarrow$ love <br> dove glove <br> above <br> shove | ```ow \(\rightarrow\) she's oi \(\rightarrow\) don' \(\dagger\) ve \(\rightarrow\) friend they're ar \(\rightarrow\) are ve \(\rightarrow\) some \(\mathrm{ce} \rightarrow\) I'll se \(\rightarrow\) here``` | ou $\rightarrow$ Grandma <br> said do <br> ow $\rightarrow$ oh you <br> ow $\rightarrow$ lady her <br> oi $\rightarrow$ your for <br> oy $\rightarrow$ more <br> ve $\rightarrow$ your their <br> was queue <br> ue $\rightarrow$ two all se <br> er $\rightarrow$ te all <br> ar $\rightarrow$ heart <br> ve $\rightarrow$ said <br> ce $\rightarrow$ life <br> s ss ce $\rightarrow$ ur was like <br> ge $\rightarrow$ crannies <br> j ge $\rightarrow$ journey ey <br> se $\rightarrow$ danger air <br> door | eyes saw there mountain your father they many could their beautiful heard people great they more would some one course buy truly <br> o_e ed g ar mb er i_e or a_e u o_e ur | father would could often their are you wherever discover more what front like should invite expertise their hearts early were always these fruit made many country move done talk your once time there name guilt through people previous <br> wr are ear c |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


|  | ce $\rightarrow$ once one <br> se $\rightarrow$ your <br> four of course / mouse, mice louse, lice |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 6 <br> and 6 <br> Extra <br> c (ce, ci, <br> cy) g <br> (ge,gi, <br> gy) oe i-e <br> e-e o-e <br> -ae a-e <br> u-e air are -ear -ere eer ear -ere -ier ir ur ear (w)or our | o/oe $\rightarrow$ no go so toe hoe foe <br> o/oes $\rightarrow$ so no go / to do / who / goes, does, shoes | $\begin{aligned} & c \rightarrow \text { small } \\ & \text { air } \rightarrow \text { shoes } \\ & \text { are } \rightarrow \text { area } \\ & \text { ear } \rightarrow \text { what hey } \\ & \text { you } \\ & \text { ere } \rightarrow \text { they ah } \\ & \text { ear } \rightarrow \text { your you } \\ & \text { younger } \\ & \text { ere } \rightarrow \text { you're } \\ & \text { Ir } \rightarrow \text { young } \\ & \text { ear } \rightarrow \text { many } \\ & \text { wor } \rightarrow \text { worry } \\ & \text { wonderful } \end{aligned}$ |  | could few there all their one father like also does who people where always parents they any often gone were was eyes heart near precious young two favourite group <br> ed ir i_e ffe es ou i oar lk or oes a_e ie sc ture our ur ie ph ci te ear ea ore | one two would their where any George eyes believe young done knowledge some course where precious sugar want nothing neighbour favourite famous wardrobe height honoured <br> ture al ie oe oar sc ou tch kn ur ie oor |  |

Word Reading Overview

| f ph or <br> au aw ou <br> ie ew <br> ch |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Unit 7 <br> -le -il -al <br> el aw au <br> al oar <br> oor ore <br> our tch <br> ch tch <br> ge dge <br> kn wr mb <br> sc gu bu <br> ch rh | ch/tch $\rightarrow$ rich <br> which such <br> much <br> ge/dge <br> pages <br> packages <br> lodger <br> badger <br> wr $\rightarrow$ castle <br> whistle rustle <br> nestle |  |  | laugh water angry <br> downwards people <br> eyes decision type <br> automobiles always <br> heart also people <br> yacht hours breakfast <br> warming because <br> many viewing friends |  |


| alternativ e spelling /ai/ = ey eigh ea aigh /ee/ = ey ie /i/ = y /ee/ = ie /igh/ = ei |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 10 alternativ e spelling $/ \mathrm{v} /=0$ /00/ = ew vi ou o $/ y+00 /=$ eu ew iew | $/ 00 / 0 \rightarrow$ who whose whom |  |  |  | tongue through Louise cafe boutique troupe mousse headache |  |
| Unit 11 alternativ e spelling /or/ = ough augh | quar $\rightarrow$ quarantine quarry quarrel |  |  |  |  |  |


| $/ \mathrm{k} /=\mathrm{ch}$ <br> qu que <br> /kw+or/ <br> = quar |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 12 alternativ e spelling /g/ = gue /igh+n/ = ine /i+n/ = ine /ee+n/ = ine $/ \mathrm{m} /=\mathrm{mn}$ $/ \mathrm{s} /=\mathrm{ps}$ /o $+1+\mathrm{t} /$ = alt <br> /ch $+\mathrm{u} /$ or /ch+er = ture (pronunc iation) $/ \mathrm{y}+\mathrm{oo} /=$ eau /u/ or /er/ = re | gue $\rightarrow$ tongue meringue harangue haranguer harangued <br> ps $\rightarrow$ psalm calm balm palm almond <br> ture $\rightarrow$ mature immature <br> -re $\rightarrow$ cadre genre |  |  |  |  |  |

## Word Reading Overview



