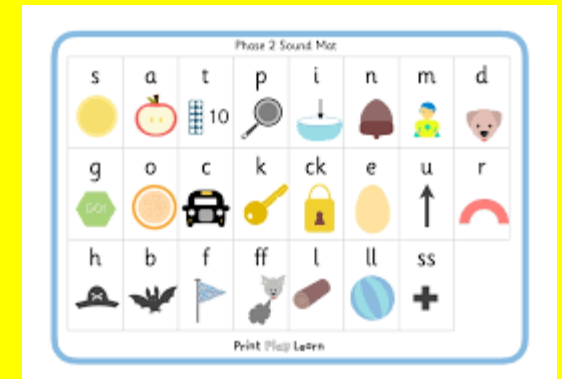


# Phonics Catch Up Programme

## English: 2021 to 2022



Nebula  
where stars are born

### Phonics Catch Up Programme – Year three

A revised phonics catch up programme has been created to address the gaps in learning created as a result of the COVID 19 pandemic, as well as providing pupils with the necessary time to consolidate previous learning. The following catch up programme compliments the Nebula Phonics long term plan (2021-2022). This document should be used as a supportive tool to help teachers deliver the phonics catch up programme. Should teachers need additional support please do not hesitate to contact Stacey Cunningham at [scunningham2zrq@nsix.org.uk](mailto:scunningham2zrq@nsix.org.uk) or Clare McIntyre at [C.McIntyre@horsford.norfolk.sch.uk](mailto:C.McIntyre@horsford.norfolk.sch.uk)

Autumn 1					
Week Commencing	Consolidation for this week		Input for this week		
	Sounds	Suggestions	Sounds	Links to previous learning	Words spell Read
W/C: 6.9.21	Consolidation of LTP Phase 5 alternative pronunciations i/i - fin/find I'll I'm o/o - hot/don't most over going/ told cold old	Consolidate key terms - contraction (I'm, I'll) Vowel (long/short)  High frequency 'word walk' (reading) into the classroom - children to quickly practice spelling words before the start of the lesson.  High frequency word link - consider applying the words in writing application tasks.	<b>Complete initial assessment this week.</b>  Consolidation of LTP phase 5 alternative spellings  <b>ai family</b> ay - day a_e - pale eigh - eight ey - grey ei - vein ea - great	Create links to 44 sounds chart - explain that this is their new 'sound mat'.	<i>have said</i> Water where
W/C: 13.9.21	Consolidation of LTP Phase 5 alternative pronunciations c/c - cat/cent /place g/g - got/giant/ magic	Consolidate key terms - Phoneme, grapheme, digraph, split digraph *spotting the a_e in place *phoneme frames - use to practise spelling m/a/g/i/c	Consolidation of LTP phase 5 alternative spellings  <b>igh family</b> ie - tie i_e - pile y - sky	Create a high frequency word (HFW) wall that can be referred to at different points in the day  Daily recap - flashcards of phase 5 sounds, keep a score to beat everyday!	<i>so do</i> who house mouse

<b>W/C:</b> <b>20.9.21</b>	Consolidation of LTP Phase 5 alternative pronunciations <b>u/u</b> - but/put <b>ow/ow</b> - cow/blow grow snow		Consolidation of LTP phase 5 alternative spellings <b>ee family</b> ea -bead e_e - these ie - field y - Ruby ey - key eo - people e - began	Remind pupil's that the tricky word 'oh' is spelt this way...not ow or oa!	<i>some come          any many</i>
<b>W/C:</b> <b>27.9.21</b>	Consolidation of LTP Phase 5 alternative pronunciations <b>ie/ie</b> - tie/field <b>ea/ea</b> - eat/bread	Creating silly sayings to help remember spellings e-a - I like to <u>ea</u> t ... e-a - I like to <u>ea</u> t my <u>br</u> ead	Consolidation of LTP phase 5 alternative spellings <b>oa family</b> oe - toe o_e - pole o - no ow - snow	Link back to 44 sounds chart - remind the children to use this to support writing in all areas of learning.	<i>little one          though through</i>
<b>W/C:</b> <b>4.10.21</b>	Consolidation of LTP Phase 5 alternative pronunciations <b>a/a</b> - hat/acorn/what/narrator <b>y/y</b> - yes/by why/very baby floppy fly many only suddenly		Consolidation of LTP phase 5 alternative spellings <b>oo (long) family</b> ue - blue ew - new ui - suit ou - soup	Consolidate key term - polysyllabic Practise clapping out longer words to help with spelling when writing	<i>heard were          work laughed</i>
<b>W/C:</b> <b>11.10.21</b>	Consolidation of LTP Phase 5 alternative pronunciations <b>ch/ch</b> - chin/school/chef <b>ou/ou</b> - out/shoulder/you/*could		Consolidation of LTP phase 5 alternative spellings <b>oo (short) family</b> u - put oul - could	Remind pupils to sound out a word using the most common pronunciation they know...and think, does it make sense? Try the others if not!	<i>there what          because eyes</i>

				Correct the spellings morning starters: get the children to correct misused spellings in sentences prewritten on the IWB. Make this hard or easy depending on your class/group.	
<b>W/C: 18.10.21</b>	Consolidation of all alternative pronunciations <b>teach new phoneme /zh/ in words such as treasure</b>		<b>Complete initial assessment this week.</b>  Consolidation of LTP phase 5 alternative spellings <b>ar family</b> a - path		<i>when out friend once</i>

Autumn 2						
Week Commencing	Consolidation 'family focus' for this week			New input for this week		
	Alternative pronunciation	Alternative spelling application	Suggestions	Sounds	Words	Links to previous learning
<b>W/C: 1.11.21</b>	<b>ai family</b> ay - day a_e - pale eigh - eight ey - grey ei - vein ea - great	<b>ai family</b> ay - day a_e - pale eigh - eight ey - grey ei - vein ea - great	Ensure that you place the spellings/pronunciation within the context of broader English.  <ol style="list-style-type: none"> <li>1. Create links to prior learning</li> <li>2. Spelling strategies</li> <li>3. Link back to 44 sounds chart.</li> </ol>	Consolidation of LTP Phase 6 B  <b>Teaching spelling long words</b>	Individual HFW spelling and reading assessments of 'next 200 word list' to be completed *see assessment sheet  <b>These assessments should be used to</b>	

<p><b>W/C:8.11.21</b></p>	<p><b>ee family</b> ea -bead e_e - these ie - field y - Ruby ey - key eo - people e - began</p>	<p><b>ee family</b> ea -bead e_e - these ie - field y - Ruby ey - key eo - people e - began</p>		<p>Consolidation of the LTP Phase 6 Block 5 <b>finding and learning the difficult bits in words</b></p>	<p><i>consolidate gaps in knowledge either as a class, in groups or 1:1 intervention</i></p>	
<p><b>W/C:15.11.21</b></p>	<p><b>igh family</b> ie - tie i_e - pile y - sky</p>	<p><b>igh family</b> ie - tie i_e - pile y - sky</p>		<p>Consolidation of the LTP Phase 6</p>	<p><b>*new input to be added to HFW wall</b> Grass pass plant bath path</p>	
<p><b>W/C: 22.11.21</b></p>	<p><b>oa family</b> oe - toe o_e - pole o - no ow - snow</p>	<p><b>oa family</b> oe - toe o_e - pole o - no ow - snow</p>		<p>Consolidation of the LTP Phase 6 <b>Start - wr (as a 'r') - write, written, wrote, wrong, wrap</b> <b>Y (as 'igh') - cry, fly, dry, try, reply, July</b> <b>The /or/ sound spelt a before l and ll - all, ball, call, walk, talk, always</b> <b>The /u/ sound spelt o - other, mother, brother, nothing, Monday</b></p>	<p>hour move prove improve</p>	
<p><b>WC: 29.1.21</b></p>	<p><b>oo (long) family</b> ue - blue ew - new ui - suit ou - soup</p>	<p><b>oo (long) family</b> ue - blue ew - new ui - suit ou - soup</p>		<p>Consolidation of Long Term Plan (LTP) Phase 6 <b>introducing and teaching the past tense</b></p>	<p>sure sugar could should would</p>	<p><b>Phoneme frame</b> ■ To reinforce understanding and application of the -ed suffix for the past tense <i>Prerequisite</i> ■ The children must have an understanding of the grammar of the past tense and experience of segmenting words into phonemes See Letters &amp; Sounds p. 171  <b>Word sort</b> ■ To categorise words according to their spelling pattern</p>

						<p>Use this activity to investigate:</p> <ul style="list-style-type: none"> <li>the rules for adding <b>-ing</b>, <b>-ed</b>, <b>-er</b>, <b>-est</b>, <b>-ful</b>, <b>-ly</b> and <b>-y</b>, plurals (see pages 189-190)</li> <li>how to differentiate spelling patterns (e.g. different representations of the same phoneme; the 'w special' - see page 187).</li> </ul> <p><i>Resources &amp; Procedure - see Letters &amp; Sounds p. 172</i></p> <p style="text-align: center;"><b>Add race</b></p> <ul style="list-style-type: none"> <li>To practise adding <b>-ing</b></li> </ul> <p>Use this activity to revisit the rules for: adding <b>-ing</b>, adding <b>-ed</b>, adding <b>-s</b> and adding suffixes <b>-er</b>, <b>-est</b>, <b>-ful</b>, <b>-ly</b> and <b>-y</b>. (see pages 189-190) (The activity is described as if the focus were adding <b>-ing</b>. Modify appropriately for <b>-ed</b>, <b>-er</b>, <b>-est</b>, <b>-y</b>, <b>-s</b>.)</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> <li>The children must have investigated and learned the appropriate spelling rules and be able to distinguish long and short vowel phonemes (e.g. /a/ and /ai/, /o/ and /oa/).</li> </ul> <p><i>Resources &amp; Procedure - see Letters and Sounds p. 173</i></p>
<b>W/C: 6.12.21</b>	<b>oo (short) family</b> u - put oul - could	<b>oo (short) family</b> u - put oul - could		<p>Consolidation of LTP Phase 6</p> <p><b>investigation and learning how to add suffixes</b></p> <p><u>Week 1 suggestion</u></p> <p><i>*Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</i></p> <p><i>* Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</i></p> <p><i>* Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</i></p>	whole clothes busy again half	<p>Link and reinforce previously taught prefixes and suffixes</p> <p><u>Key terms recap:</u></p> <p>Compound words, multisyllabic words, root word</p>
<b>WC: 5.1.22</b>	<b>ar family</b> a - path	<b>ar family</b> a - path		<p><u>Week 2 suggestion</u></p> <p><i>Recap learning from last week then...</i></p> <p><i>* The suffixes -ment, -ness, -ful, -less and -ly</i></p>	money Christmas everybody even	