Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Year 1 Phonics screening check review template   Sum 1

Weeks 1–3 (Phase 5)

Revisit and review			Practise and apply		Read decodable books
GPCs, words, tricky words	**Oral blending**	**Review words with a specific focus**	**Read the sentence**	**Spelling**	Please see the Reading practice templates.

GPCs
• Ask the children to read speedy sounds.
• Look at the children (not the cards) and assess.
 	
Quick review
• Shuffle. Repeat.
 	
Words
• Ask the children to read speedy words.
• Ask the children to identify the digraphs. Take feedback.
• Point and sweep to indicate blending.
• Chunk longer words.
 	
Quick review
• Shuffle. Ask the children to read without blending.
 	
Tricky words
For each word:
• Ask the children to recall the 'tricky bit'. Take feedback.
• Ask the children to read the word.
 	
Quick review
• Shuffle. Repeat.
	• Remind children of the focus phoneme for the lesson.
	• Use the **copy me method** to sound-talk each word.
	• Ensure the children understand the meaning of each new word.
		• Remind the children of the focus GPC for the lesson.
		• Show each word.
		• Ask the children to read speedy words.
		• Ask the children to identify the digraphs. Take feedback.
		• Point and sweep to indicate blending.
		• Chunk longer words.
		• Read the word together.
		• Use the example definitions and sentences on the weekly grid, if needed.
		
		Quick review
		• Shuffle. Ask children to read without blending.
			• Display the sentence.
			
			Prepare
			• Ask the children to identify any digraphs they can see. Take feedback.
			• Ask the children to identify any tricky words they can see.
			• Point to the tricky words and read them together.
			
			Read
			• Ask the children to read aloud as you point to the words.
			• Read the sentence together at a steady pace.
				• Use the **copy me method** to:
				  ○ Say the word.
				  ○ Segment it.
				  ○ Segment and count the sounds.
				
				Model spelling the word
				• Say the word and how many sounds you need to spell it.
				• Write each grapheme.
				• Hide the word.
				• Ask children to spell the word.
				• Check the word together.
				• Ask the children to check and correct their spelling.
				• Repeat for the second word.
				
				Spell the tricky word
				• Use the same method as above, identifying the 'tricky bit' as you spell the word.
				
				Grow the code
				• Show the children the grapheme card for the day's focus GPC.
				• Find the new grapheme on the chart and review any linking graphemes.	

Year 1 review lesson template   Sum 1

Day 5 and review lessons (all weeks)

Revisit and review						Practise and apply		Read decodable books
GPCs	**Sort the words**	**Match the words to the pictures**	**Quick review**	**Tricky words**	**Alien words**	**Write the sentence**	**Spelling**	Please see the Reading practice templates.

• Ask the children to read speedy sounds.
• Look at the children (not the cards) and assess.
 	
Quick review
• Shuffle. Repeat.
	• Tell the children that they are sorting the words they read by the two different phonemes/ sounds that the grapheme makes.
	• Ask the children to read each word.
	• Ask them to sort the word by the phoneme the grapheme makes in that word.
	
	Quick review
	• Shuffle. Ask the children to read without blending.
		• Display the numbered pictures.
		• **For each word:**
		  ○ Ask the children to identify the digraphs. Take feedback.
		  ○ Ask the children to read each word.
		  ○ Ask them to tell you which picture matches the word by holding up the appropriate fingers.
		
		Quick review
		• Shuffle. Ask the children to read without blending.
			• Ask the children to identify the digraphs. Take feedback.
			• Point and sweep to indicate blending.
			• Chunk longer words.
			
			Quick review
			• Shuffle. Ask the children to read without blending.
				• Ask the children to read the tricky words.
				
				• **Quick review** Shuffle. Repeat.
					• Show the children an alien word card. Explain that these words are not real words but instead are what these aliens are called.
					• Ask the children to identify the digraphs. Take feedback.
					• Point and sweep to indicate blending.
					• There may be more than one pronunciation for a grapheme e.g. 'ow' 'cow', 'snow'. In this case, ask the children to re-read the word with the alternative.
					• Do not do quick review or reading without sound-talk with alien words.
						Prepare
						• Say the sentence.
						• Use the **copy me method** to practise saying the sentence until the children are confident.
						• Write the sentence. Model how you:
						  ○ use capital letters and punctuation
						  ○ segment to spell
						  ○ remember digraphs/ trigraphs
						  ○ remember the 'tricky bit' of tricky words.
						• Hide the sentence.
						
						Write
						• Ask the children to write the sentence.
						• Check the sentence together.
						• Ask the children to check and correct their spelling.
							• Use the **copy me method** to:
							  ○ Say the word.
							  ○ Segment it.
							  ○ Segment and count the sounds.
							
							Model spelling the word
							• Say the word and how many sounds you need to spell it.
							• Write each grapheme.
							• Hide the word.
							• Ask the children to spell the word.
							• Check the word together.
							• Ask the children to check and correct their spelling.
							• Repeat for the second word.	