


# SOUNDS IN FOCUS™



Scope and  
Sequence

Years 1–6  
Weekly View

# Scope and Sequence Years 1–6

*Sounds in Focus* is a word study programme designed to develop spelling, reading and writing skills using the phonemic approach.

The phonemic approach is recognised as one of the most effective ways to teach spelling and reading skills. When you use *Sounds in Focus*, you're employing the most powerful teaching pedagogies for the development of literacy.

*Sounds in Focus* encourages learners to learn to spell using the four areas of spelling knowledge:

- phonological – using sound-letter relationships
- visual – using memory of the visual features of a word
- morphological – using parts of words to build word families
- etymological – using word origins and derivations.

There are three separate sets of Scope and Sequence documents, one for Foundation R, one for Years 1–6 and one for Year 7.

The *Sounds in Focus* Scope and Sequence documents provide weekly overviews of the concepts covered by the *Sounds in Focus* programme and how spelling and language skills are introduced, taught and revised throughout the year.



## Sounds in Focus covers the following spelling and language concepts:

- Adding **ed**
- Adding **ing**
- Adding **ion**
- Adding **y** or **ly**
- Adding **ed** or **ing** to words ending in **e**
- Adding **ed** or **ing** to words ending in **er**
- Adding **s, es, ed** and **ing** to words ending in **y**
- Adding **s** or **es**
- Adding **s** or **es** to words ending in **o**
- Adding **s** to words ending in **f** or **fe**
- Adding **er** and **est** to words ending in **y**
- Adding to words ending in the letter **e**
- Blends
- Capital letters
- Questions
- Alphabetical order
- Rhyming
- Word origins
- Onset/Rime
- Past Tense
- Singular and Plural
- Comparison
- Graphemes
- Phonemes
- Word Building/ Word Families
- Word endings
- Collective Nouns
- Adult and baby animal names/Families
- Definitions
- Correct word usage/Vocabulary
- Using a dictionary
- Combining Syllables
- Analogies
- Spoonerisms
- Similes
- Proverbs
- Homophones
- Homographs
- Verb Tense (Present and Past)
- Contractions
- Spelling patterns
- Suffixes
- Prefixes
- Greek and Latin Roots
- Compound Words
- Antonyms
- Syllables
- Synonyms

# How to Use this Scope and Sequence Document

The Scope and Sequence document is an overview of the spelling and language concepts that are taught each week in the *Sounds in Focus* programme.

Every concept is covered multiple times throughout the year to reinforce learning, then extended and revised for the following years.

Let's take the concept 'Contractions' from *Sounds in Focus 2* as an example.

Contractions is first introduced in Week 12, then revised in Weeks 17, 24, 26, 27 and 28.

Since the phoneme for Week 12 includes the sound the contractions include words with that sound: here's, he's.

Week	Graphemes: h; j	Graphemes: h; j	Graphemes: h; j
12	Extra grapheme: who Adding ed, Adding ing	Extra grapheme: who Contractions: here's, who's, it's, he's, she's (BLMs GM34–35)	Extra grapheme: who Homophones: he/here, whole/who's/whose (BLM Contractions: it's, who's, that's, here)

Each concept listed in the Scope and Sequence document directly relates to an activity in the Learner Book.

... which will refer you to BLMs you can download from *Sounds in Focus Online*.

The instructions for BLM activities can be found in the back of every Teacher Guide.

Advice on how to teach the concept is given in the Teacher Guide, along with the answers to the activity.




Not to mention some of the other resources available to learners on *Sounds in Focus Online*.





So there you have it!



The Scope and Sequence document is not just a list of concepts that need to be taught to keep your classroom in line with curriculum requirements; it's an overview of *Sounds in Focus*, a well-structured programme that puts resources for you and your learners right at your fingertips so you can spend your time teaching.









You can also find extra activities for concepts in the Consolidation Games section of the Teacher Guide ...

Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Getting Started</b>	Week 1	The first week of every year is used to refresh and develop the building blocks of the phonemic approach to spelling. Carefully constructed activities are used to revise and develop understanding of the sounds of English language. Learners explore phonemes, graphemes, sound blends, sound boxes and how to segment words.					
	Week 2	<b>Graphemes: b, bb</b> <b>Blends: bl, br</b> <b>Focus concept:</b> Capital letters	<b>Graphemes: b, bb</b> <b>Blends: bl, br</b> <b>Focus concept:</b> Adding ed	<b>Graphemes: b, bb</b> <b>Blends: bl, br</b> <b>Focus concept:</b> Adding ed, Alphabetical order, Past tense, Antonyms: white/black, sell/buy, sold/bought, ended/began, worse/better, worst/best, after/before, ugly/beautiful (BLM GM1)	<b>Graphemes: b, bb</b> <b>Blends: bl, br</b> <b>Focus concept:</b> Adding ed, Alphabetical order, Past tense, Prefixes: <b>sub</b> (BLMs P1 and WL4), <b>un, up, over, super, mid, pre, re, ex</b>	<b>Graphemes: b, bb</b> <b>Focus concept:</b> Word building/ Word families, Homophones: buy/bye, beet/beat, bored/board, border/boarder, broach/brooch, beech/beach, banned/band, bury/ berry, build/billed, boy/buoy, Verb tense (present and past) (BLMs GM1–2), Suffixes: <b>able, ible</b> (BLM S1)	<b>Graphemes: b, bb</b> <b>Focus concept:</b> Adding to words ending in the letter e, Word building/ Word families (BLMs GM2–3), Correct word usage/Vocabulary, Greek and Latin roots: <b>bios</b> (BLM R1), Synonyms: obey/conform, bury/entomb, brilliant/dazzling, cupboard/cabinet, resemblance/likeness, combination/mixture, rubbish/garbage, celebration/party, describe/explain, tremble/shake, responsible/dependable, abbreviated/shortened
	Week 3	<b>Grapheme: a</b> <b>Patterns: an, ad, at, and, ack</b>	<b>Grapheme: a</b> <b>Patterns: ack, and, amp, ank, ang, atch, ash</b> <b>Focus concept:</b> Rhyming, Onset/Rime	<b>Grapheme: a</b> <b>Patterns: amp, ang, and, atch</b> <b>Focus concept:</b> Adding ed, Adding s or es, Rhyming	<b>Grapheme: a</b> <b>Focus concept:</b> Adding ed, Rhyming, Synonyms: glad/happy, occur/happen, earth/land, split/crack, creature/animal, spray/splash, opportunity/chance, sportsperson/athlete	<b>Grapheme: a</b> <b>Focus concept:</b> Rhyming, Prefixes: <b>dia, anti</b> (BLMs P1–2), Greek and Latin roots: <b>angulus, annus, aqua, astro</b> (BLMs R1–4)	<b>Grapheme: a</b> <b>Focus concept:</b> Word building/Word families, Words ending with <b>ly</b> and <b>lly</b> , Correct word usage/Vocabulary, Analogies (BLM WL7), Synonyms: camouflage/disguise, accurate/correct, anticipate/expect, absolute/total, finance/money, apparent/obvious, manufacture/produce, flammable/inflammable
	Week 4	<b>Graphemes: k, c, q, ck, x(ks)</b> <b>Blends: cl, cr</b> <b>Patterns: ack, eck, ick, ock, uck</b>	<b>Graphemes: k, c, q, ck, x(ks), ch</b> <b>Blends: cl, cr, qu, sch, squ</b>	<b>Graphemes: k, c, q, ck, x(ks), ch</b> <b>Blends: cl, cr, sch, qu, chr, squ, cks, ks</b> <b>Focus Concepts:</b> Adding ed, Adding s or es, Past tense	<b>Graphemes: k, c, q, ck, x(ks), ch</b> <b>Blends: cl, cr, Chr, sc, qu, squ, scr, ck, cks, cs, ks</b> <b>Focus Concepts:</b> Adding ing, Adding s or es, Rhyming, Adult and baby animal names/ Families (BLM GM6), Prefix: <b>ex</b> (BLMs P2 and WL4)	<b>Graphemes: k, c, q, ck, x(ks), ch</b> <b>Blends: cks, cs</b> <b>Extra graphemes: que, x(k)</b> <b>Focus Concepts:</b> Adding s or es, Word building/Word families, Correct word usage/Vocabulary, Homophones: check/cheque, course/coarse, Prefixes: <b>kilo, centi, milli</b> (BLMs P3–5), Synonyms: pedal/cycle, fight/attack, shout/scream, excluding/except, anticipate/expect, unfortunate/unlucky, spacecraft/rocket, reverberate/echo, outstanding/excellent, actor/character, diminish/ decrease, fish tank/aquarium (BLM T1)	<b>Graphemes: k, c, q, ck, x(ks), ch</b> <b>Extra Graphemes: cq, qu</b> <b>Focus Concepts:</b> Word building/ Word families, Correct word usage/ Vocabulary, Using a dictionary, Synonyms: weather/climate, organiser/secretary, community/colony, argument/quarrel, ruined/wrecked, suggest/recommend, performance/concert, handy/convenient, peace/tranquility, exceptionally/exceedingly, conference/convention




Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 5	Grapheme: <b>e</b> Patterns: <b>en, ed, et, ell, end, est, ent, eck, elp</b> Extra graphemes: <b>ai, a, ea</b>	Graphemes: <b>e, ea</b> Patterns: <b>end, est, ent, ell, ess, ead</b> Extra graphemes: <b>ie, ai, a</b> Focus concept: Rhyming, Onset/Rime	Graphemes: <b>e, ea</b> Patterns: <b>ell, end, eck, ead</b> Extra graphemes: <b>ai, a</b> Focus concept: Rhyming, Past tense	Graphemes: <b>e, ea</b> Extra graphemes: <b>a, ie</b> Focus concept: Compound words: anyone, anybody, anything, anyway, anywhere, anyhow, Synonyms: man/fellow, prepared/ready, anybody/anyone, numerous/many, rim/edge, weighty/heavy, gift/present, barrier/fence	Graphemes: <b>e, ea</b> Extra graphemes: <b>ay, ie, ai</b> Focus concept: Word building/ Word families, Combining syllables, Prefixes: <b>deca, semi</b> (BLMs P6–7), Greek and Latin roots: <b>terra</b> (BLM R5), Antonyms: no one/everyone, nowhere/everywhere, irregular/regular, full/empty, edge/centre, for/against, unfriendly/friendly, ignore/recognise, lethargy/energy (BLM GM11)	Graphemes: <b>e, ea</b> Extra graphemes: <b>eo, ai, ay, a, ie, u</b> Focus concept: Word building/ Word families, Words ending with <b>er, ir</b> and <b>ur</b> , Correct word usage/ Vocabulary, Suffixes: <b>ion, ant, or</b> (BLMs S1–3), Prefixes: <b>ac, re, ex, pro, suc, in</b> (BLMs P3–8), Greek and Latin roots: <b>cedo cessus</b> (BLM R2)
	Week 6	Graphemes: <b>d, dd</b> Blends: <b>dr, nd</b> Patterns: <b>and, end</b> Focus concept: Capital letters	Graphemes: <b>d, dd</b> Blends: <b>dr, nd, ld</b> Focus Concepts: Adding <b>ed</b> , Verb tense (present and past): <b>do/does/did/done/doing</b> (BLMs GM13–14)	Graphemes: <b>d, dd</b> Blends: <b>dr, nd</b> Focus Concepts: Adding <b>ing</b> , Adding <b>s</b> or <b>es</b> , Rhyming, Compound words: <b>playground, beside, weekend, ladybird, driveway, doorbell</b> (BLM GM14), Antonyms: <b>send/receive, dead/live, sold/bought, dark/light, down/up</b> (BLM GM13)	Graphemes: <b>d, dd</b> Blends: <b>dr, nd, ld</b> Focus Concepts: Adding <b>ed</b> or <b>ing</b> to words ending in <b>e</b> , Rhyming, Verb tense (present and past) (BLM GM12), Antonyms: <b>dress/undress, would/wouldn't, don't/do, sold/bought, died/lived, expensive/cheap, different/same</b> (BLM T1)	Graphemes: <b>d, dd</b> Focus concept: Adding <b>ion</b> , Comparison, Correct word usage/ Vocabulary, Homophone: <b>tide/tied</b> , Prefixes: <b>a, in, di, de, at, ad, dis, dif</b> , Suffix: <b>ion</b>	Graphemes: <b>d, dd</b> Extra grapheme: <b>ed</b> Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, Spoonerisms, Suffixes: <b>ion, ee, ive</b> (BLMs 1, 4 and 5), Prefix: <b>ad</b> (BLM P9), Greek and Latin roots: <b>opto</b> (BLM R3)
	Week 7	Grapheme: <b>i</b> Patterns: <b>it, in, ig, ill, ick, ing</b> Focus concept: Questions	Grapheme: <b>i</b> Patterns: <b>ing, int, ift, ink</b> Extra grapheme: <b>e</b> Focus concept: Rhyming (BLMs GM17–18), Onset/Rime, Singular and plural	Grapheme: <b>i</b> Patterns: <b>ill, ick, ink, ift</b> Extra graphemes: <b>e, u, ui</b> Focus concept: Adding <b>ing</b> , Adding <b>s</b> or <b>es</b> , Rhyming, Synonyms: <b>end/finish, guest/visitor, raise/lift, active/busy, small/little, attractive/pretty, unlike/different, construct/build</b>	Grapheme: <b>i</b> Extra graphemes: <b>e, u, ui</b> Focus concept: Adding <b>s</b> or <b>es</b> , Rhyming, Prefixes: <b>in, il, im, ir</b> (BLM P3)	Grapheme: <b>i</b> Extra graphemes: <b>y, o, u, e, ui</b> Focus concept: Definitions, Combining syllables, Suffix: <b>ish</b> (BLM S2), Prefix: <b>in</b> (BLM P8)	Grapheme: <b>i</b> Extra graphemes: <b>e, y, u, ui, o</b> Focus concept: Word building/ Word families, Correct word usage/ Vocabulary, Homophone: <b>principle/principal</b>
	Week 8	Graphemes: <b>f, ff</b> Blends: <b>fl, fr, ft</b> Focus concept: Capital letters	Graphemes: <b>f, ff, ph</b> Blends: <b>fl, fr, ft</b> Focus concept: Onset/Rime, Compound words: <b>girlfriend, sunflower, fingernail, afternoon, photograph, butterfly</b> (BLMs GM20–21)	Graphemes: <b>f, ff, ph</b> Blends: <b>fl, fr, ft</b> Extra graphemes: <b>gh, ffe</b> Focus concept: Adding <b>ed</b> , Adding <b>ing</b> , Suffixes: <b>ful</b> (BLM S1), <b>ist, ant, ling, less</b>	Graphemes: <b>f, ff, ph</b> Blends: <b>fl, fr</b> Extra grapheme: <b>gh</b> Focus concept: Adding <b>s, es, ed</b> and <b>ing</b> to words ending in <b>y</b> , Prefix: <b>fore</b> (BLMs P4, GM16 and WL4), Antonyms: <b>dark/fair, easy/difficult, unsafe/safe, cry/laugh, lead/follow, smooth/rough</b> (BLM T1)	Graphemes: <b>f, ff, ph</b> Extra graphemes: <b>gh, for</b> Focus concept: Adding <b>y</b> or <b>ly</b> , Adding <b>s</b> or <b>es</b> (BLMs GM19–20), Rhyming, Combining syllables, Verb tense (present and past), Greek and Latin roots: <b>facio factus, finis, fortis, frango fractus, grapho</b> (BLMs R6–10)	Graphemes: <b>f, ff, ph</b> Extra grapheme: <b>gh</b> Focus Concepts: Word building/ Word families, Words ending with <b>ic</b> and <b>(e, or, o, ae, i, o, u)</b> in the last syllable, Correct word usage/Vocabulary, Suffixes: <b>ly, cy, al</b> (BLMs S7–9)




Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 9	<p>Graphemes: <b>o, a</b>            Patterns: <b>op, ot, og, ock, ong</b></p>	<p>Graphemes: <b>o, a</b>            Patterns: <b>ock, ong, ost</b>            Focus concept: Adding s or es, Rhyming, Onset/Rime, Comparison</p>	<p>Graphemes: <b>o, a</b>            Patterns: <b>oss, ock, ong, ost</b>            Focus concept: Adding ing, Alphabetical order, Rhyming</p>	<p>Graphemes: <b>o, a</b>            Patterns: <b>ock, ong, oss, ost</b>            Focus concept: Adding ed, Adding ing, Adding s or es, Compound words: anybody, nobody, somebody, everybody</p>	<p>Graphemes: <b>o, a</b>            Extra graphemes: <b>ho, au, ow, ach</b>            Focus concept: Word building/Word families, Combining syllables, Prefix: <b>contra</b> (BLM P9), Greek and Latin roots: <b>oct/octa/octo, mono</b> (BLMs R11–12), Antonyms: dishonest/honest, outdated/modern, agree/contradict, yesterday/tomorrow, rubbish/quality, impossible/possible, unsure/confident, right/wrong, Synonyms: pillar/column, disagree/contradict, food/sausage, life story/biography, aircraft/monoplane, result/consequence, standard/quality, information/knowledge, amazement/astonishment</p>	<p>Graphemes: <b>o, a</b>            Patterns: <b>op, ot, og, ock, ong, ost</b>            Extra grapheme: <b>ho</b>            Focus concept: Word Building/Word Families, Similes, Greek and Latin roots: <b>bios, astro, geo, audio, chrono, radius, crimen, arkhaiologos, logos</b> (BLMs R1 and 4–11), Antonyms: sense/nonsense, resist/cooperate, vacate/occupy, cheerful/solemn, familiar/foreign, weaker/stronger, ending/origin, withholding/offering, prepared/impromptu, dishonestly/honestly, improperly/properly, unpopular/popular, dishonourable/honourable (BLM T3), Synonyms: alien/foreign, horned mammal/rhinoceros, workplace/office, express regret/apologise, management of forests/forestry, convention/conference, king/sovereign, residents/population, employment/occupation, eating place/restaurant (BLM T3)</p>
	Week 10	<p>Graphemes: <b>g, gg</b>            Blends: <b>gl, gr</b>            Patterns: <b>ag, eg, ig, ug</b>            Focus concept: Capital letters</p>	<p>Graphemes: <b>g, gg</b>            Blends: <b>gl, gr</b>            Focus Concepts: Adding ing, Verb tense (present and past): <b>go/goes/going/gone</b> (BLMs GM27–28)</p>	<p>Graphemes: <b>g, gg</b>            Extra grapheme: <b>gu</b>            Focus Concepts: Adding ed, Adding ing, Alphabetical order, Collective nouns (BLM GM63), Suffixes: <b>ful</b>, Synonyms: offer/give, chuckle/giggle, combined/together, farewell/goodbye, entrance/gate, collect/gather (BLM T1)</p>	<p>Graphemes: <b>g, gg</b>            Blends: <b>gl, gr</b>            Extra grapheme: <b>gu</b>            Focus Concepts: Adding ed, Adding ing, Adding ed or ing to words ending in e, Adding s or es, Alphabetical order, Homophones: great/grate, grown/groan, guest/guessed (BLMs GM20–21)</p>	<p>Graphemes: <b>g, gg</b>            Extra graphemes: <b>gh, gu</b>            Focus concept: Adding ed, Adding ing, Word building/Word families, Correct word usage/Vocabulary, Using a dictionary, Combining syllables, Homophones: Greece/grease, groan/grown, Suffix: <b>ment</b></p>	<p>Graphemes: <b>g, gg</b>            Extra graphemes: <b>gue, gu, gh</b>            Focus Concepts: Comparison (BLM WL8), Prefixes: <b>dis, ir, il, in, un</b> (BLMs P10 and GM23–24), Synonyms: brilliance/magnificence, continuing/progressive, quench/extinguish, differentiate/distinguish, assurance/guarantee, arrangement/agreement, magazine/catalogue, muddled/disorganised, beautiful/gorgeous, signed/signalled, tiredness/fatigue, unclear/vague, immigrant/migrant, agony/anguish, appealing/engaging, conversation/dialogue, mourn/grieve, grasping/greedy, trap/entangle, bird/eagle</p>




Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 11	Graphemes: <b>u, o</b> Patterns: <b>ut, un, up, ug, um, uck, ust, ump, uch</b>	Graphemes: <b>u, o</b> Patterns: <b>ush, ump, unch, ust, uck</b> Extra grapheme: <b>oe</b> Focus concept: Adding s or es, Rhyming, Onset/Rime	Graphemes: <b>u, o</b> Patterns: <b>ust, ump, unk, unch</b> Extra graphemes: <b>ou, oe</b> Focus concept: Adding s or es, Alphabetical order, Rhyming, Prefixes: <b>un</b> (BLM P1), <b>up, over, super, mid, pre, re</b>	Graphemes: <b>u, o</b> Extra graphemes: <b>ou, oe, oo</b> Focus concept: Adding s or es, Rhyming, Prefix: <b>under</b> (BLMs P5 and WL4), Compound words: <b>something, somebody, somehow, sometimes, someone, somewhere</b> , Synonyms: <b>nation/country, fortunate/lucky, humorous/funny, twice/double, sufficient/enough, twelve/dozen, unattractive/ugly, rush/hurry</b>	Graphemes: <b>u, o</b> Extra graphemes: <b>oo, ou, up</b> Focus concept: Word building/Word families, Combining syllables, Homophones: <b>current/currant, disgust/discussed, muscles/mussels, mustard/mustered, scull/skull, trussed/trust, rough/ruff, lumber/lumbar</b> , Prefix: <b>multi</b> (BLM P10), Greek and Latin roots: <b>circum, curro cursus, duco ductus, justus, struo structus</b> (BLMs R13–17)	Graphemes: <b>u, o</b> Extra grapheme: <b>ou</b> Focus concept: Alphabetical order, Correct word usage/Vocabulary, Combining syllables, Verb tense (present and past) (BLMs GM26–29), Suffixes: <b>er, ate, ity, ion</b> (BLMs S1 and 10–12), Greek and Latin roots: <b>publicus</b> (BLM R12)
	Week 12	Graphemes: <b>h, j</b> Extra grapheme: <b>wh</b> Focus concept: Adding ed, Adding ing	Graphemes: <b>h, j, g, ge, dge</b> Extra grapheme: <b>wh</b> Focus Concepts: Contractions: <b>here's, who's, it's, he's, she's</b> (BLMs GM34–35)	Graphemes: <b>h, j, g, ge, dge</b> Extra grapheme: <b>wh</b> Focus Concepts: Homophones: <b>here/hear, heard/herd, whole/hole, who's/whose</b> (BLMs GM 28–29), Contractions: <b>it's, where's, who's, that's, here's, how's</b>	Graphemes: <b>h, j, g, ge, dge</b> Extra grapheme: <b>wh</b> Focus Concepts: Homophones: <b>herd/heard, whose/who's, whole/hole, hear/here</b> (BLMs WL13–15), Contractions: <b>he's, he'd, he'll, who's, here's, hasn't, haven't</b>	Graphemes: <b>h, j, g, ge, dge</b> Extra graphemes: <b>wh; dg, gg, di</b> Focus concept: Comparison, Word building/Word families, Combining syllables, Contractions: <b>here's, haven't, let's, he'll, wouldn't, hadn't, we've, who's, what's</b> , Greek and Latin roots: <b>ergon, geo, frigus, judex</b> (BLMs R18–21)	Graphemes: <b>h, j, g, ge, dge</b> Extra graphemes: <b>wh; gg, gi, d</b> Focus Concepts: Word building/Word families (BLM GM32), Correct word usage/Vocabulary, Prefixes: <b>hypo, hydr/hydro, hyper</b> (BLMs P11–13), Greek and Latin roots: <b>habito, hospes hospitis, hostis</b> (BLMs R13–15)
	Week 13	Graphemes: <b>ai, ay, a_e</b> Patterns: <b>ate, ake, ame, ay</b> Extra graphemes: <b>ey, eigh</b>	Graphemes: <b>ai, ay, a_e, a</b> Patterns: <b>ake, ate, ace, ail, ain, ame</b> Extra grapheme: <b>eigh</b> Focus concept: Adding ing, Rhyming, Homophones: <b>sail/sale, maid/made, ate/eight, male/mail</b>	Graphemes: <b>ai, ay, a_e, a</b> Extra grapheme: <b>eigh, ea, ey</b> Focus concept: Adding ed or ing to words ending in e, Homophones: <b>weight/wait, tale/tail, ate/eight, break/brake, grate/great</b>	Graphemes: <b>ai, ay, a_e, a</b> Patterns: <b>ake, ate, ace, ane, ain, ail, aid</b> Extra graphemes: <b>eigh, ea, ey</b> Focus concept: Adding ed, Adding ing, Rhyming, Homophones: <b>break/brake, grate/great, sail/sale, plane/plain, ate/eight</b> (BLMs WL13–15)	Graphemes: <b>ai, ay, a_e, a</b> Extra graphemes: <b>aigh, eigh, ey</b> Focus concept: Adding ing, Adding ion, Adding y or ly, Correct word usage/Vocabulary, Homophones: <b>wait/weight, brayed/braid, paced/paste, pain/pane, patience/patients, straight/strait, raise/rays, waist/waste, stationary/stationery, Verb tense (present and past)</b>	Graphemes: <b>ai, ay, a_e, a</b> Extra graphemes: <b>ei, eigh, ai, et, ez, é/ê, ée</b> Focus concept: Adding ing, Adding ion, Word origins, Word Building/Word Families, Correct word usage/Vocabulary, Homophones: <b>reigns/reins, lain/lane, suede/swayed, slay/sleigh, stationary/stationery, patience/patients, paced/paste</b> , Homograph: <b>associate</b> (BLM WL5), Suffix: <b>ate</b> (BLM S11)





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	Week 14	<p>Graphemes: <b>l, ll</b>                      Blends: <b>bl, cl, fl, gl, ld, lf, lk, lp, lt</b>                      Patterns: <b>ill, ell, all, old, ilk, elt, elp, elf, ilt</b>                      Focus concept: Capital letters</p>	<p>Graphemes: <b>l, ll</b>                      Blends: <b>ld, lf, lk, lp, lt</b>                      Focus concept: Rhyming, Contractions: it'll, you'll, we'll, they'll (BLMs GM41–42)</p>	<p>Graphemes: <b>l, ll</b>                      Blends: <b>ld, lf, lt</b>                      Focus concept: Rhyming, Past tense, Word building/Word families, Adult and baby animal names/Families (BLM GM36), Contractions: they'll, I'll, he'll, you'll, who'll, what'll, we'll, where'll, it'll, Suffixes: <b>let, less, ling</b> (BLMs S2–3 and GM37)</p>	<p>Graphemes: <b>l, ll</b>                      Blends: <b>bl, cl, fl, gl, pl, lm, ld, lk, lp, lt, lf</b>                      Patterns: <b>ill, ell, all, old, ilk, elt, elp, elf, ilt</b>                      Focus concept: Word building/Word families, Contractions: you'll, I'll, he'll, we'll, Suffixes: <b>ly</b> (BLMs S1 and WL5), <b>less, ful, let, ant, ling, ist, en</b></p>	<p>Graphemes: <b>l, ll</b>                      Extra grapheme: <b>le</b>                      Focus concept: Comparison, Word building/Word families, Words ending with <b>al, el, il, ol</b> and <b>le</b>, Correct word usage/Vocabulary, Homophones: <b>bridal/bridle, medal/meddle, pedal/peddle, petrel/petrol, symbol/cymbal, naval/navel, idle/idol, pistol/pistil</b></p>	<p>Graphemes: <b>l, ll</b>                      Extra grapheme: <b>le</b>                      Focus concept: Words ending with <b>irurora</b>; <b>eraraeio</b> in the last syllable and <b>le, al</b> and <b>el</b>, Correct word usage/Vocabulary, Contractions: they'll, we've, there's, didn't, they're</p>
	Week 15	<p>Graphemes: <b>ee, e, ea</b>                      Patterns: <b>eed, eep, een, eat</b>                      Extra grapheme: <b>y</b></p>	<p>Graphemes: <b>ee, e, ea, y, ey</b>                      Patterns: <b>een, eat, eed, eet, each</b>                      Extra grapheme: <b>ese</b>                      Focus Concepts: Adding <b>s</b> or <b>es</b>, Rhyming, Onset/Rime, Homophones: <b>week/weak, meet/meat, been/bean</b></p>	<p>Graphemes: <b>ee, e, ea, y, ey</b>                      Extra graphemes: <b>ie, eo, i</b>                      Focus Concepts: Adding <b>s</b> or <b>es</b> (ending with a vowel or consonant and <b>y</b>)</p>	<p>Graphemes: <b>ee, e, ea, y, ey</b>                      Patterns: <b>eed, eek, een, eep, eak, eam, ean, eat</b>                      Extra graphemes: <b>ie, eo</b>                      Focus Concepts: Rhyming, Singular and plural, Homophones: <b>piece/peace, metre/meter, need/knead, storey/story</b>, Synonyms: <b>guide/lead, neat/tidy, tale/story, miniature/tiny, leader/chief, portion/piece</b></p>	<p>Graphemes: <b>ee, e, ea, y, ey</b>                      Extra graphemes: <b>ie, ei, i, e_e</b>                      Focus concept: Rhyming, Singular and plural (BLMs GM48–50), Comparison, Correct word usage/Vocabulary, Combining syllables, Homophones: <b>cheep/cheap, scene/seen, peace/piece, beet/beat, real/reel</b>, Suffixes: <b>ee</b> (BLM S3), <b>y, ty, ity, y</b> (BLMs S4–6)</p>	<p>Graphemes: <b>ee, e, ea, y, ey</b>                      Extra graphemes: <b>i, ie, ei</b>                      Focus Concepts: Singular and plural, Correct word usage/Vocabulary, Combining syllables, Analogies (BLM WL17), Homograph: <b>axes</b>, Suffixes: <b>ary, ery, ory, ury</b> (BLMs GM43–44)</p>
	Week 16	<p>Graphemes: <b>m, mm</b>                      Blends: <b>sm, mp</b>                      Patterns: <b>ump, amp</b>                      Focus Concepts: Capital letters, Adding <b>ed</b>, Adding <b>ing</b></p>	<p>Graphemes: <b>m, mm, mb</b>                      Blend: <b>sm</b>                      Patterns: <b>amp, imp, omp, ump</b>                      Extra grapheme: <b>me</b>                      Focus concept: Adding <b>ing</b>, Rhyming, Homophones: <b>sail/sale, maid/made, ate/eight, male/mail</b></p>	<p>Graphemes: <b>m, mm, mb</b>                      Blends: <b>sp, mp</b>                      Extra grapheme: <b>me</b>                      Focus Concepts: Adding <b>ed</b>, Adding <b>ing</b>, Adding <b>s</b> or <b>es</b>, Alphabetical order, Prefixes: <b>mid, mis</b> (BLMs P3–4 and GM39), Compound words: <b>sunbeam, campsite, sometimes, mouthwash, minefield, bookmark</b></p>	<p>Graphemes: <b>m, mm, mb</b>                      Focus Concepts: Rhyming, Homophones: <b>meet/meat, male/mail, maid/made, mind/mined</b>, Verb tense (present and past): (BLMs WL1–2), Suffix: <b>ment</b> (BLMs S2 and WL5)</p>	<p>Graphemes: <b>m, mm, mb</b>                      Extra grapheme: <b>mn</b>                      Focus Concepts: Singular and plural, Word building/Word families, Combining syllables, Prefix: <b>com</b>, Compound words: <b>thumbnail, motorcycle, meanwhile, honeycomb, chimneysweep, lemongrass</b>, Synonyms: <b>horde/swarm, delegation/committee, crucial/important, unite/combine, tradition/custom, recall/remember, tower/column, part of hand/thumb, fraction/decimal, visitors/company, foe/enemy, vie/compete, assure/promise, fruit/lemon, balanced/symmetrical, acknowledge/mention, appreciation/admiration</b></p>	<p>Graphemes: <b>m, mm, mb</b>                      Extra graphemes: <b>me, mn</b>                      Focus Concepts: Singular and plural, Word building/Word families, Combining syllables, Greek and Latin roots: <b>magnus, manus, memor, migro, minor</b> (BLMs R16–20), Synonyms: <b>cloth/material, escorted/accompanied, extraordinarily/extreme, burning/combustion, unspoiled/undamaged, inspect/examine, most/majority, zoo/menagerie, dissatisfaction/complaint, contest/competition, restart/recommence, introductory/preliminary, graveyards/cemeteries, assessment/estimation, unspeakable/unmentionable, awkwardness/embarrassment, similarity/resemblance, seriously/solemnly, huge/immense, full-grown/mature, tummy/stomach, generally/commonly</b> (BLM T1)</p>









Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 17	Graphemes: <b>i_e, y</b> Patterns: <b>ine, ide, ind, ice, ike, ipe, ight</b> Extra graphemes: <b>i, igh</b>	Graphemes: <b>i_e, y, igh, i, ie</b> Patterns: <b>ind, ite, ight</b> Extra grapheme: <b>uy</b> Focus Concepts: Adding ing, Adding s or es, Rhyming, Contractions: I'm, I'll, I've, Prefixes: un, over, under, mid, re	Graphemes: <b>i_e, y, igh, i, ie</b> Extra grapheme: <b>uy</b> Focus Concepts: Adding ed or ing to words ending in e, Adding s, es, ed and ing to words ending in y	Graphemes: <b>i_e, y, igh, i, ie</b> Patterns: <b>ice, ide, ile, ine, ite, ize, ind, ight</b> Extra graphemes: <b>eye, is</b> Focus Concepts: Adding s, es, ed and ing to words ending in y, Homophones: I/eye, hi/high, died/dyed, die/dye, tide/tied, Prefix: bi (BLMs P6 and WL4)	Graphemes: <b>i_e, y, igh, i, ie</b> Pattern: <b>ire</b> Extra graphemes: <b>eight, ei</b> Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: wind, live (BLM WL5)	Graphemes: <b>i_e, y, igh, i, ie</b> Pattern: <b>ire</b> Extra grapheme: <b>ir</b> Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homophones: licence/license, sight/site, Suffixes: ise, yse
	Week 18	Graphemes: <b>n, nn, ng</b> Blend: <b>sn</b> Patterns: <b>ing, ang, ong</b>	Graphemes: <b>n, nn, kn, ng, n</b> Focus Concepts: Rhyming, Homophones: new/knew, knights/nights, no/know (BLMs GM56–57)	Graphemes: <b>n, nn, kn, ng, n</b> Focus Concepts: Adding ed, Adding s, es, ed and ing to words ending in y, Suffix: en (BLM S4), Rhyming	Graphemes: <b>n, nn, kn, ng, n</b> Extra grapheme: <b>ne</b> Focus Concepts: Rhyming, Homophones: no/know, knot/not, nun/none, need/knead (BLMs WL13–15), Verb tense (present and past) (BLMs WL1–2), Contractions: wasn't, can't, couldn't, don't, won't, wouldn't, Compound words: nothing, anything, something, everything	Graphemes: <b>n, nn, kn, ng, n</b> Extra grapheme: <b>ne</b> Focus Concepts: Word building/Word families, Homophones: aunt/aren't, ring/wring, Homograph: minute, Contractions: where's, aren't, you'll, let's, it's, couldn't, they'd, we've, we'd, I'm, would've, she'll, won't, he's, I'll, Suffix: <b>en</b> (BLMs S7–8), Prefixes: <b>en</b> (BLM P11), <b>con</b> (BLM P12)	Graphemes: <b>n, nn, kn, ng, n</b> Extra graphemes: <b>ne, pn, ngue</b> Focus Concepts: Correct word usage/Vocabulary, Verb tense (present and past) (BLMs GM52–55), Suffixes: <b>ance, ence</b> (BLM S18), Prefix: <b>in</b> (BLMs P14–15)
	Week 19	Graphemes: <b>oa, o_e, o</b> Patterns: <b>old, one, ope, ose, oke</b> Extra graphemes: <b>oe, ow</b> Focus Concepts: Homophones: know/no, road/rode, knows/nose	Graphemes: <b>oa, o_e, ow, o</b> Patterns: <b>oat, oad, low</b> Focus Concepts: Prefixes: <b>un, over, pre, re</b> , Compound words: overcoat, rainbow, notebook, sandstone, tightrope, snowball, backbone, postman	Graphemes: <b>oa, o_e, ow, o</b> Extra graphemes: <b>oe, ough</b> Focus Concepts: Adding ed or ing to words ending in e, Adding s or es to words ending in o, Rhyming, Homophones: rode/road, no/know, hole/whole, nose/knows, Prefix: <b>over</b> (BLM P2)	Graphemes: <b>oa, o_e, ow, o</b> Extra graphemes: <b>oe, ough</b> Focus concept: Adding ed, Adding ing, Adding s or es, Adding s or es to words ending in o	Graphemes: <b>oa, o_e, ow, o</b> Extra graphemes: <b>ough, ou</b> Focus Concepts: Adding s or es, Rhyming, Word building/Word families, Homophones: wholly/holy, lone/loan, boulder/bolder, mown/moan, brooch/broach (BLMs WL3–4), Homographs: bow, sow, project (BLM WL5), Prefix: <b>pro</b> (BLM P13), Greek and Latin roots: <b>phono, phos, pono positus</b> (BLMs R22–24)	Graphemes: <b>oa, o_e, ow, o</b> Extra graphemes: <b>ou, oe</b> Focus Concepts: Singular and plural, Comparison (BLMs GM60 and WL8), Word building/Word families, Similes, Homographs: appropriate, Greek and Latin roots: <b>donum, phono, skopeo, voco, prope, socius, totus, proprius</b>



Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 20	<p>Graphemes: <b>p, pp, r, rr</b>                      Blends: <b>pl, pr, sp, pt</b>                      Pattern: <b>ept</b>                      Focus concept: Capital letters</p>	<p>Graphemes: <b>p, pp, r, rr, wr</b>                      Blends: <b>spl, spr, pl, scr</b>                      Focus concept: Adding ed, Adding ing (BLMs GM66–67)</p>	<p>Graphemes: <b>p, pp, r, rr, wr</b>                      Blends: <b>spl, spr, scr, str, shr, thr</b>                      Focus Concepts: Adding ed, Adding ing, Adding s or es, Past tense, Prefixes: <b>up, pre, re</b> (BLMs P5–7), Antonyms: wrong/right, back/front, leave/arrive, caged/free, poor/rich, laughed/cried (BLM T1), Synonyms: splash/squirt, spread/stretch, sprang/leapt (BLM T1)</p>	<p>Graphemes: <b>p, pp, r, rr, wr</b>                      Blends: <b>pl, pr, spr, spl, scr, str, shr, thr</b>                      Focus concept: Comparison, Homophones: poor/pour, passed/past, piece/peace, pain/pane (BLMs WL13–15), Prefixes: <b>fore, im, ex, under, bi</b>, Antonyms: poor/rich, right/wrong, false/true, curl/stretch, fake/real, wide/narrow, back/front, jog/sprint, leave/arrive, forget/remember, wonderful/terrible, whisper/scream (BLM GM49)</p>	<p>Graphemes: <b>p, pp, r, rr, wr</b>                      Extra grapheme: <b>pa</b>                      Focus Concepts: Alphabetical order, Suffixes: <b>ary, ery, ory</b> (BLM S9), Prefixes: <b>post</b> (BLM P14), <b>re</b> (BLM P14), Greek and Latin roots: <b>pono positus, porto, primus, pars partis, pello</b> (BLMs R24–28)</p>	<p>Graphemes: <b>p, pp, r, rr, wr</b>                      Extra grapheme: <b>rh</b>                      Focus Concepts: Correct word usage/Vocabulary, Homophones: practice/practise, principal/principle, Prefixes: <b>pro, pre</b> (BLMs P6 and 14–16)</p>
	Week 21	<p>Graphemes: <b>ar, a</b>                      Patterns: <b>ard, ark, ast</b>                      Extra grapheme: <b>are</b>                      Focus Concept: Questions</p>	<p>Graphemes: <b>ar, a</b>                      Patterns: <b>art, ass, ast, arge</b>                      Extra grapheme: <b>are</b>                      Focus Concept: Comparison</p>	<p>Graphemes: <b>ar, a</b>                      Patterns: <b>art, ark, ast, ass</b>                      Extra graphemes: <b>are, al, all, ear</b>                      Focus Concepts: Adding s or es, Alphabetical order, Rhyming, Antonyms: cry/laugh, slow/fast, before/after, small/large</p>	<p>Graphemes: <b>ar, a</b>                      Patterns: <b>ard, arp, alf, ass, ast, alm, ark, art, ath, eart, aft, arm, alp</b>                      Extra graphemes: <b>al, au, ear</b>                      Focus Concepts: Adding s to words ending in f or fe, Alphabetical order, Rhyming, Antonyms: cry/laugh, future/past, can/can't, before/after</p>	<p>Graphemes: <b>ar, a</b>                      Extra graphemes: <b>al, au</b>                      Focus Concepts: Alphabetical order, Singular and plural, Using a dictionary</p>	<p>Graphemes: <b>ar, a</b>                      Extra graphemes: <b>al, ear, ir</b>                      Focus Concepts: Comparison (BLMs WL8–9), Correct word usage/Vocabulary, Using a dictionary, Contractions: aren't, they're, we're, you're (BLM WL6)</p>
	Week 22	<p>Graphemes: <b>s, ss, se, x(ks), c</b>                      Blends: <b>sk, sc, sl</b>                      Focus Concepts: Adding ed, Adding s or es</p>	<p>Graphemes: <b>s, ss, se, ce, x(ks), c</b>                      Blends: <b>sk, sl, pl, st, nt</b>                      Focus Concepts: Adding ed, Adding ing, Alphabetical order, Compound words: skylight, something, sometimes, sleepwalk, horseshoe, outside, skyscraper, icebox, somehow, breakfast, somewhere, surfboard</p>	<p>Graphemes: <b>s, ss, se, ce, x(ks), c</b>                      Focus Concepts: Adding s or es, Alphabetical order, Suffixes: <b>ful, less, let, en, ling</b> (BLMs S1–4), Prefixes: <b>mid, mis, pre, re</b>, Compound words: outside, postcard, crossword, classroom, desktop, icepack</p>	<p>Graphemes: <b>s, ss, se, ce, x(ks), c</b>                      Extra grapheme: <b>st</b>                      Focus Concepts: Rhyming, Suffixes: <b>ness</b> (BLMs S3 and WL5), <b>ous</b> (BLMs S4 and WL5)</p>	<p>Graphemes: <b>s, ss, se, ce, x(ks), c</b>                      Extra grapheme: <b>sw</b>                      Focus Concepts: Word building/Word families, Homophones: cellar/seller, cereal/serial, soared/sword, Contractions: there's, he's, he'd, they've, Antonyms: attic/cellar, weak/forceful, unadorned/fancy, failure/success, fail/succeed, stay/escape, hold/release, happiness/sadness, continue/cease, send/receive, equilateral/scalene, nephew/niece, tight/loose</p>	<p>Graphemes: <b>s, ss, se, ce, x(ks), c</b>                      Extra graphemes: <b>st, sw, sc, ps</b>                      Focus Concepts: Alphabetical order, Word building/Word families, Correct word usage/Vocabulary, Homophones: licence/license</p>

Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 23	Graphemes: <b>ir, ur</b> Extra graphemes: <b>er, ere, or</b>	Graphemes: <b>ir, ur, or, er</b> Extra graphemes: <b>ear, ere</b> Focus Concept: Suffixes: <b>er, less, ful</b>	Graphemes: <b>ir, ur, or, er</b> Extra grapheme: <b>ere, ear</b> Focus Concepts: Adding <b>s</b> or <b>es</b> , Alphabetical order	Graphemes: <b>ir, ur, or, er</b> Extra graphemes: <b>ere, ear, our</b> Focus Concepts: Rhyming, Antonyms: <b>last/first, best/worst, late/early, keep/return, useless/worthwhile</b> , Synonyms: <b>soil/dirt, mix/stir, earth/world/dirt, trip/journey, watch/observe</b>	Graphemes: <b>ir, ur, or, er</b> Extra graphemes: <b>ear, err</b> Focus Concepts: Adding <b>ed</b> or <b>ing</b> to words ending in <b>er</b> , Comparison (BLM GM83), Word building/Word families, Correct word usage/Vocabulary (BLMs WL3–5), Verb tense (present and past) (BLMs WL1–2), Greek and Latin roots: <b>circum, circ</b> (BLMs R13 and 29)	Graphemes: <b>ir, ur, or, er</b> Extra graphemes: <b>ear, urr, our</b> Focus Concepts: Comparison (BLMs GM60 and WL9), Word building/Word families (BLMs GM70–72), Using a dictionary, Homophones: <b>birth/berth, colonel/kernel, tern/turn, verses/versus, were/whirr, whirred/word, whirled/world</b> (BLMs WL3–4)
	Week 24	Graphemes: <b>t, tt; ng</b> Blend: <b>st, tr, ur</b> Focus concept: Capital letters	Graphemes: <b>t, tt; ng</b> Blend: <b>st, tr, str</b> Focus Concepts: Adding <b>ing</b> , Contractions: <b>weren't, wasn't, aren't, don't, didn't</b> , Antonyms: <b>stand/sit, taking/giving, left/right, best/worst, first/last, fast/slow</b> , Synonyms: <b>post/send, little/small, cost/price, start/begin, street/road, string/twine</b> (BLMs GM78–79)	Graphemes: <b>t, tt</b> , Blends: <b>st, tr, str, tw, ft, nt</b> Focus Concepts: Adding <b>ing</b> , Singular and plural (BLM GM63), Contractions: <b>don't, haven't, that's, wasn't, weren't, couldn't</b> , Suffixes: <b>ant, ent, ist</b> (BLMs S5–6 and GM62)	Graphemes: <b>t, tt</b> Blends: <b>tr, tw, st, nt, ct, ft</b> Focus Concepts: Alphabetical order, Past tense (BLMs WL1–2), Contractions: <b>don't, can't, doesn't, wasn't, won't</b>	Graphemes: <b>t, tt</b> Extra grapheme: <b>te</b> Focus Concepts: Word building/Word families, Correct word usage/Vocabulary, Combining syllables, Prefixes: <b>trans</b> (BLM P16), Greek and Latin roots: <b>tele</b> (BLM R30)	Graphemes: <b>t, tt</b> Focus Concepts: Word building/Word families, Proverbs (BLM WL10), Contractions: <b>wasn't, won't, don't, can't, isn't, mustn't, wouldn't</b> (BLM WL6), Greek and Latin roots: <b>tempus, tendo tensus, teneo, veneo vent, mitto missus</b> (BLMs R27–31)
	Week 25	Graphemes: <b>or, a</b> Patterns: <b>all, orn, ork</b> Extra graphemes: <b>ore, aw, our, au</b>	Graphemes: <b>or, ore, a, aw, au</b> Patterns: <b>all, orn, ork</b> Extra graphemes: <b>our, al, augh, ar</b> Focus Concept: Comparison	Graphemes: <b>or, ore, a, aw, au</b> Extra graphemes: <b>al, our, oor, o, ure, ar, augh, ough</b> Focus Concepts: Rhyming, Past tense, Homophones: <b>for/four, shore/sure, caught/court, saw/sore, poor/pour/paw</b>	Graphemes: <b>or, ore, a, aw, au</b> Extra graphemes: <b>al, ure, oo, our, augh, ough</b> Focus Concepts: Rhyming, Homophones: <b>pour/poor, caught/court, sure/shore, bought/brought</b>	Graphemes: <b>or, ore, a, aw, au</b> Extra graphemes: <b>ure, oa, o, ough, ar, ou, augh</b> Focus Concepts: Singular and plural, Comparison, Correct word usage/Vocabulary, Homophones: <b>sure/shore, boar/bore, alter/altar, hoarse/horse, forth/fourth, bored/ board, forward/foreword, you're/your</b> , Homograph: <b>record</b> , Verb tense (present and past), Prefix: <b>auto</b> (BLM P17), Greek and Latin roots: <b>audio, applaudo</b> (BLMs R31–32)	Graphemes: <b>or, ore, a, aw, au</b> Extra graphemes: <b>oa, augh, our, hau, or, aor</b> Focus Concepts: Singular and plural (BLM WL11), Comparison (BLMs WL8–9), Word building/Word families, Homograph: <b>alternate</b> , Synonyms: <b>as needed/accordingly, genuine/authentic, extreme/extraordinary, beginning/source, widen/broaden, fatigued/exhausted, agreement to repay a loan/mortgage, safety measure/precaution, acts by itself/automatic, band to stop flow of blood/tourniquet, believable/plausible, warm and friendly/cordial, fine china/porcelain, creator usually of books/author</b>

Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 	Week 26	Graphemes: <b>v, ve, w, wh, u</b> Blends: <b>sw, tw, qu</b> Focus Concept: Questions	Graphemes: <b>v, ve, w, wh, u</b> Blends: <b>qu, sw</b> Focus Concepts: Adding <b>ed</b> , Adding <b>ing</b> , Alphabetical order, Correct word usage/Vocabulary (BLMs GM89–90), Contractions: <b>you've, they've, I've, haven't</b>	Graphemes: <b>ir, ur, or, er</b> Extra grapheme: <b>uy</b> Focus Concepts: Adding <b>ed</b> or <b>ing</b> to words ending in <b>e</b> , Adding <b>s, es, ed</b> and <b>ing</b> to words ending in <b>y</b>	Graphemes: <b>v, ve; w, wh, u</b> Patterns: <b>qu, squ</b> Focus Concepts: Adding <b>er</b> and <b>est</b> to words ending in <b>y</b> , Singular and plural, Comparison, Verb tense (present and past), Contractions: <b>I've, we've, you've, you're, they've, haven't</b> , Suffixes: <b>ward/wards</b> (BLMs S5 and WL5)	Graphemes: <b>ir, ur, or, er</b> Pattern: <b>ire</b> Extra graphemes: <b>igh, ei</b> Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: <b>wind, live</b> (BLM WL5)	Graphemes: <b>ir, ur, or, er</b> Pattern: <b>ire</b> Extra grapheme: <b>ir</b> Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homophones: <b>licence/license, sight/site</b> , Suffixes: <b>ise, yse</b>
	Week 27	Graphemes: <b>ood</b> Extra grapheme: <b>oul</b> Focus Concept: Adding <b>ing</b>	Graphemes: <b>oo, u</b> Patterns: <b>ood, ull, ook</b> Extra grapheme: <b>oul</b> Focus Concepts: Adding <b>ing</b> , Rhyming, Homophones: <b>would/wood</b> , Contractions: <b>wouldn't, couldn't, shouldn't</b>	Graphemes: <b>oo, u</b> Patterns: <b>ood, ook, oot</b> Extra graphemes: <b>oul, o</b> Focus Concepts: Past tense, Homophone: <b>wood/would</b> , Contractions: <b>couldn't, wouldn't, shouldn't</b> , Suffixes: <b>ful</b> (BLM S1)	Graphemes: <b>oo, u</b> Patterns: <b>ull, ush, ood</b> Extra graphemes: <b>oul, o</b> Focus Concepts: Past tense, Contractions: <b>wouldn't, shouldn't, couldn't</b> (BLM L3), Suffix: <b>hood</b> (BLMs S6 and WL5), Compound words: <b>football, goodbye, cookbook, footpath, bookmark, barefoot, firewood, footprint, bookcase</b> (BLMs WL6–7)	Graphemes: <b>oo, u</b> Extra graphemes: <b>o, oul</b> Focus Concepts: Singular and plural, Using a dictionary, Homograph: <b>crooked</b> , Contractions: <b>wouldn't, should've, couldn't, where's, there'll, you're</b> (BLMWL6), Compound words: <b>understood, wolfhound, bullfrog, policewoman, driftwood, pincushion, lambswool, woodwind, bulldozer</b>	Graphemes: <b>oo, u</b> Extra grapheme: <b>ou</b> Focus Concepts: Correct word usage/Vocabulary, Using a dictionary, Spoonerisms
	Week 28	Grapheme: <b>y</b> Focus Concepts: Capital letters, Adding <b>ed</b> , Adding <b>ing</b>	Graphemes: <b>y, u(yoo)</b> Blend: <b>yoo</b> Extra graphemes: <b>ew(yoo), u_e(yoo)</b> Focus Concepts: Alphabetical order, Contractions: <b>you're, you've, you'll</b> (BLMsGM93–94)	Graphemes: <b>y, u(yoo)</b> Blend: <b>yoo</b> Extra graphemes: <b>ew(yoo), eau(yoo), i, u_e(yoo)</b> Focus Concepts: Alphabetical order, Past tense, Homophone: <b>you're/your</b> , Contractions: <b>you've, you'll, you'd</b> , Suffixes: <b>ful, let, ling, less, en, ent, ant, ist</b> (BLMs S1–6)	Graphemes: <b>y, u(yoo)</b> Blend: <b>yoo</b> Extra graphemes: <b>ew(yoo), eau(yoo), u_e(yoo), ue(yoo), iew(yoo)</b> Focus Concepts: Verb tense (present and past), Suffixes: <b>ly, ful, ward, ness, ment, ous, hood</b> (BLM GM70), Prefixes: <b>fore, im, in, out, sub, pre, ex, ir</b> , Compound words: <b>yourself, useless, viewpoint, pointless, campfire, fireplace, paperwork, workforce, freshwater, waterfall, weekday, daylight lighthouse</b> (BLMs WL6–7)	Graphemes: <b>y, u(yoo)</b> Blend: <b>yoo</b> Extra graphemes: <b>ew(yoo), u_e(yoo), ue(yoo)</b> Focus Concepts: Word building/Word families, Correct word usage/6Vocabulary, Using a dictionary, Combining syllables	Graphemes: <b>y, u(yoo)</b> Blend: <b>yoo</b> Extra graphemes: <b>ui(yoo), u, ue(yoo), eu(yoo)</b> Focus Concepts: Using a dictionary, Proverbs, Synonyms: <b>blend/union, desire/yearn, produce/yield, use/utilise, tool/utensil, outfit/uniform, chase/pursuit, inquisitive/curious, well-known/familiar, invasion/occupation, assemble/manufacture, unevenness/irregularity</b> (BLM T1)

Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 29	<p>Grapheme: <b>o,wo,ou,ew</b></p> <p>Extra graphemes: <b>o, ou, ew</b></p> <p>Focus Concepts: Questions, Homophone: to/two/too</p>	<p>Graphemes: <b>oo, ew, ue, u_e, u</b></p> <p>Extra graphemes: <b>wo, ou, o</b></p> <p>Focus Concept: Suffixes: <b>er, less, ful</b></p>	<p>Graphemes: <b>oo, ew, ue, u_e, u</b></p> <p>Blend: <b>yoo</b></p> <p>Extra graphemes: <b>wo, o, ui, eau(yoo), ough</b></p> <p>Focus Concepts: Past tense, Homophones: blue/blew, new/knew, who's/whose, through/threw, Prefix: <b>super</b> (BLM P8)</p>	<p>Graphemes: <b>oo, ew, ue, u_e, u</b></p> <p>Blend: <b>yoo</b></p> <p>Extra graphemes: <b>oe, eau(yoo), ui, ough</b></p> <p>Focus Concepts: Adding to words ending in the letter <b>e</b>, Compound words: shoelace, wetsuit, toothpaste, classroom, moonlight, suitcase, overdue, newspaper, whoever</p>	<p>Graphemes: <b>oo, ew, ue, u_e, u</b></p> <p>Blend: <b>yoo</b></p> <p>Extra graphemes: <b>ew(yoo), ue(yoo), ui, o, oe, u(yoo), u_e(yoo)</b></p> <p>Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Combining syllables, Homophones: dew/du, bruise/brews, Greek and Latin roots: <b>fugio, insular, lumen, luna, unus</b> (BLMs R33–37)</p>	<p>Graphemes: <b>oo, ew, ue, u_e, u</b></p> <p>Blend: <b>yoo</b></p> <p>Extra graphemes: <b>o, eu(yoo), ui(yoo), ou, oeu</b></p> <p>Focus Concepts: Comparison (BLMs GM60 and WL9), Word building/Word families, Words ending with <b>ly, able, al, ity</b> and <b>ation</b>, Correct word usage/Vocabulary, Synonyms: neutral/impartial, unique/unmatched, avenue/street, mature/developed, exclude/omit, influence/effect, renewable/replaceable, pollution/contamination, insecurity/uncertainty, manoeuvre/manipulate, enthusiastic/ebullient, continuation/extension, crucial/vital, approval/blessing, nuisance/hassle, individual/separate, unanimous/complete, opportunity/chance (BLMs WSS and T16)</p>
	Week 30	<p>Graphemes: <b>z, zz, s; s, si</b></p> <p>Focus Concept: Capital letters</p>	<p>Graphemes: <b>z, zz, s, se; s, si</b></p> <p>Focus Concepts: Alphabetical order</p>	<p>Graphemes: <b>z, zz, s, se; s, si</b></p> <p>Focus Concepts: Adding s or es, Alphabetical order, Rhyming, Homophone: whose/who's, Contractions: who's, Prefixes: <b>un, over, mid, mis</b> (BLMs P1–8), Antonyms: unzip/zip, unused/used, open/close, difficult/easy, never/always, straight/frizzy, Synonyms: none/zero, cook/sizzle, simple/easy, active/busy, trophy/prize, fluffy/frizzy</p>	<p>Graphemes: <b>z, zz, s, se; s, si</b></p> <p>Focus Concepts: Adding s or es, Homophone: who's/whose</p>	<p>Graphemes: <b>z, zz, s, se; s, si</b></p> <p>Extra graphemes: <b>ze, x, ss, ge</b></p> <p>Focus Concepts: Word building/Word families, Using a dictionary, Combining syllables, Homographs: grease, desert</p>	<p>Graphemes: <b>z, zz, s, se; s, si</b></p> <p>Extra graphemes: <b>x(gz); x(gs), ge</b></p> <p>Focus Concepts: Comparison (BLMs WL8–9), Word building/Word families (BLM GM95), Using a dictionary, Suffixes: <b>sion, ism</b></p>
	Week 31	<p>Graphemes: <b>ou, ow</b></p> <p>Pattern: <b>own</b></p> <p>Revision: <b>a_e, i_e, o_e, u_e</b></p>	<p>Graphemes: <b>ou, ow</b></p> <p>Patterns: <b>own, ound, oud, out</b></p> <p>Extra graphemes: <b>ough, hou</b></p> <p>Focus Concept: Onset/Rime, Word building</p>	<p>Graphemes: <b>ou, ow</b></p> <p>Patterns: <b>own, ound, ower, ow</b></p> <p>Extra grapheme: <b>hou</b></p> <p>Focus Concepts: Rhyming, Compound words: outside, blackout, lighthouse, household, stormcloud, ourselves, countdown, playground, Synonyms: noisy/loud, circular/round, yell/shout, permit/allow, dwelling/house</p>	<p>Graphemes: <b>ou, ow</b></p> <p>Patterns: <b>own, ound, outh, out, oud, ount</b></p> <p>Extra graphemes: <b>ough, hou</b></p> <p>Focus Concepts: Rhyming, Prefix: <b>out</b> (BLMs P7 and WL4), Antonyms: inside/outside, sweet/sour, north/south, flood/drought, weak/powerful, Synonyms: noisy/loud, mob/crowd, permit/allow, bitter/sour, 60 minutes/hour</p>	<p>Graphemes: <b>ou, ow</b></p> <p>Extra graphemes: <b>ough, oub</b></p> <p>Focus Concepts: Past tense, Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: row, house, wound (BLM WL5), Prefix: <b>pro</b> (BLM P13)</p>	<p>Graphemes: <b>ou, ow</b></p> <p>Extra graphemes: <b>o, ough, oub</b></p> <p>Focus Concepts: Singular and plural, Correct word usage/Vocabulary, (BLMs WL3–4), Proverbs, Homophones: bow/bough, coward/cowered, foul/fowl, council/counsel, browse/brows, aloud/allowed, Prefix: <b>counter</b> (BLM P17)</p>

Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 32	Graphemes: <b>ch; sh</b>	Graphemes: <b>ch, tch; sh, ch, ti, ci</b> Blend: <b>shr</b> Focus Concept: Alphabetical order	Graphemes: <b>ch, tch; sh, ch, ti, ci</b> Blend: <b>shr</b> Extra graphemes: <b>t; s</b> Focus Concepts: Adding s or es, Suffixes: <b>ful, less, ling, let, en</b> (BLMs S1–6), Prefixes: <b>up, pre, re, super</b> (BLMs P1–8)	Graphemes: <b>ch, tch; sh, ch, ti, ci</b> Extra grapheme: <b>t</b> Focus Concepts: Singular and plural, Suffix: <b>ship</b> (BLMs S7 and WL5)	Graphemes: <b>t, ti; s, ss, xi, ssi</b> Extra graphemes: <b>t, ti; s, ss, xi, ssi</b> Focus Concepts: Adding s or es, Adding to words ending in the letter e, Word building/Word families, Correct word usage/Vocabulary	Graphemes: <b>ch, tch; sh, ch, ti, ci</b> Extra graphemes: <b>t, te, ti; ss, si, s, sc, ce</b> Focus Concepts: Word building/Word families, Correct word usage/Vocabulary, Verb tense (present and past) (verb agreement)
	Week 33	Graphemes: <b>oy, oi; eer, ear</b> Patterns: <b>oin, oil</b> Extra grapheme: <b>ere</b> Focus Concept: Homophone: here/hear	Graphemes: <b>oy, oi; eer, ear</b> Patterns: <b>oin, oil</b> Extra grapheme: <b>ere</b> Focus Concepts: Onset/Rime, Homophones: <b>hear/here, dear/deer</b> , Word building	Graphemes: <b>oy, oi; eer, ear</b> Extra grapheme: <b>ere</b> Focus Concepts: Antonyms: <b>girls/boys, silence/noise, dislike/enjoy</b> , Synonyms: <b>link/join, damp/moist, dirt/soil, ruin/destroy, option/choice</b>	Graphemes: <b>oy, oi; eer, ear</b> Extra graphemes: <b>ere, ier</b> Focus Concepts: Adding ed, Adding ing, Adding s or es, Suffixes: <b>ance, ly</b> , Prefixes: <b>dis, re</b> , Synonyms: <b>tip/point, like/enjoy, demolish/destroy, sound/noise, option/choice, dampness/moisture</b>	Graphemes: <b>oy, oi; eer, ear</b> Extra graphemes: <b>ea, ere, ier, e</b> Focus Concepts: Rhyming, Comparison (BLM GM83), Word building/Word families, Homophones: <b>peer/pier, shear/sheer, tear/tier, serial/cereal</b> (BLM WL4), Antonyms: <b>repairs/destroys, employee/employer, lower/hoist, quiet/noisy, blunt/pointed, uncoil/coil</b> , Synonyms: <b>dampness/moisture, pleasant/enjoyable, position/appointment, regal/royal, slippery/oily, stop/foil, selection/choice, together/jointly, journey/voyage</b>	Graphemes: <b>oy, oi; eer, ear</b> Extra graphemes: <b>uoy; ere, ea, ier, e, ir, ee</b> Focus Concepts: Collective nouns, Correct word usage/Vocabulary, Verb tense (present and past) (verb agreement) (BLM WL12), (verb tense) (BLMs GM102–105)
	Week 34	Graphemes: <b>th; th</b> Focus Concept: Homophone: <b>their/there</b>	Graphemes: <b>th; th</b> Focus Concept: Rhyming	Graphemes: <b>th; th</b> Blend: <b>thr</b> Focus Concepts: Homophone: <b>there/their/they're</b> , Suffixes: <b>ant, ent, ist</b> (BLMs S1–6)	Graphemes: <b>th; th</b> Blend: <b>thr</b> Focus Concepts: Alphabetical order (BLMs GM87), Homophone: <b>their/they're/there</b>	Graphemes: <b>th; th</b> Focus Concepts: Word origins, Word building/Word families, Correct word usage/Vocabulary, Compound words: <b>thunderstorm, earthquake, thornbill, thickset, thumbnail, throughout, throwaway, thoroughfare</b> (BLM T2)	Graphemes: <b>th; th</b> Extra graphemes: <b>the</b> Focus Concepts: Word building/Word families, Correct word usage/Vocabulary, (BLMs WL3–4), Proverbs (BLM WL10), Synonyms: <b>length/swathe, respire/breathe, beat/rhythm, encircled/wreathed, serenely/smoothly, twist/writhe, detestable/loathsome, enveloped/smothered, approximately/thereabouts</b>

Sound	Week/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 35	<p>Grapheme: <b>air</b></p> <p>Extra graphemes: <b>ere, eir</b></p> <p>Revision: Consonant Blends, Homophone: their/there</p>	<p>Graphemes: <b>air, are</b></p> <p>Extra graphemes: <b>ear, eir, ere, ey're, e're</b></p> <p>Focus Concepts: Homophones: hare/hair, bare/bear, pair/pare, there/they're/their, where/wear, fare/fair, Suffixes: less, ful</p>	<p>Graphemes: <b>air, are</b></p> <p>Extra graphemes: <b>ere, eir, ey're, ear, e're</b></p> <p>Focus Concepts: Adding ed, Adding ing, Adding s or es, Homophones: there/their/they're, bear/bare, hare/hair, pair/pear, stair/stare, Contraction: they're Compound words: haircut, downstairs, everywhere, upstairs, wheelchair, airport, Synonyms: uncommon/rare, steps/stairs, couple/pair, uncovered/bare, cautious/careful, plan/prepare</p>	<p>Graphemes: <b>air, are</b></p> <p>Extra graphemes: <b>ere, eir, ey're, ear, a, ai, ar</b></p> <p>Focus Concepts: Word building/Word families, Homophones: their/there, pear/pair, bare/bear, wear/where, fair/fare, hair/hare, Compound words: upstairs, anywhere, fairground, downstairs, somewhere, hairbrush</p>	<p>Graphemes: <b>air, are</b></p> <p>Extra graphemes: <b>ear, ey're, ere, a, ar, ayer, ayor</b></p> <p>Focus Concepts: Adding ed, Adding ing, Adding y or ly, Word building/Word families, Homophones: stairs/stares, hair/hare, pare/pair/pear, mayor/mare, flare/flair, where/wear/we're, bear/bare, fare/fair, they're/their/there, heir/air (BLMs WL3–5), Homograph: tear</p>	<p>Graphemes: <b>ai, are</b></p> <p>Extra graphemes: <b>a, ayer, ai, ayo, ea, aire, ae, ere, ar</b></p> <p>Focus Concepts: Word building/Word families, Suffixes: <b>aire, ian</b> (BLMs S17–18), Greek and Latin roots: <b>aero</b> (BLM R36), Synonyms: event/affair, request/prayer, breezily/airily, antenna/aerial, misery/despair, cautiously/warily, announce/declare, shortage/scarcity, imperfect/impaired, broken/disrepair, opening performance/premiere, intolerable/unbearable, test/questionnaire, clear/transparent, change/variation</p>
	Week 36	<p>Grapheme: <b>er</b></p> <p>Revision: <b>ar, ir, or, ur</b></p>	<p>Graphemes: <b>er, ar, or, a, e, i, o, u</b></p>	<p>Graphemes: <b>er, ar, or, a, e, i, o, u</b></p> <p>Extra graphemes: <b>re, ure</b></p> <p>Focus Concepts: Alphabetical order, Suffixes: <b>er, or</b> (BLM S7)</p>	<p>Graphemes: <b>er, ar, or, a, e, i, o, u</b></p> <p>Extra graphemes: <b>our, re, ure, ai</b></p> <p>Focus Concepts: Alphabetical order, Suffixes: <b>er, or, ant, ent, ist</b> (BLMs S8–10), Prefixes: <b>inter</b> (BLM P8)</p>	<p>Graphemes: <b>er, ar, or, a, e, i, o, u</b></p> <p>Extra graphemes: <b>ou, ai, ure, re</b></p> <p>Focus Concepts: Using a dictionary, Greek and Latin roots: <b>capio captus, caput capitus, decem, natalis</b> (BLMs R38–41)</p>	<p>Graphemes: <b>er, ar, or, a, e, i, o, u</b></p> <p>Extra graphemes: <b>ai, ei, ou, eur</b></p> <p>Focus Concepts: Correct word usage/Vocabulary, Similes, Homophones: forward/foreword, licence/license (BLMs WL3–4), Suffixes: <b>ist, ian, ician</b> (BLM GM114), Synonyms: housing/accommodation, breathtaking/exhilarating, moral sense/conscience, now and then/occasional, usually/ordinarily, absurd/ridiculous, interpreter/translator, help/assistance, easy/effortless, driver/chauffeur, aware/conscious, well-mannered/courteous, misgiving/suspicion, fine china/porcelain, particular/specific, examine/analyse, unfamiliar/foreign, rogue/villain, small plate/saucer, employment/career</p>