

## Pace and Progression

This Pace and Progression plan is a flexible resource, as we acknowledge that schools may have developed their own structure and sequence to the Bug Club Phonics progression based on their own contexts and cohorts. Our research with teachers shows that the pace of teaching across the Bug Club Phonics content can differ from school to school. However, some teachers may benefit from having the programme content mapped out. This suggested content mapping is provided below.

### **Teach, Practice, Review, Assess, Track, Consolidate, [Catch-Up]**

**Teach:** Teaching weeks allow for the class-wide instruction of new material. This content is broken down by unit, with some units being split across multiple weeks of instruction. Each unit is broken down into individual phoneme-based lesson plans that teach grapheme-phoneme correspondences (GPCs) through digital phoneme lessons. These units each conclude with a language session, which includes teaching of associated irregular/tricky words and high frequency words. Corresponding Weekly Teaching Plans, which include tailorable lesson breakdowns, are also available for digital download/self-print. (Please note that these weekly plans are only available for **Teach** weeks, so there will not be a plan for every week of the year.)

Additionally, Bug Club Phonics supplies an abundance of digital and printable supplementary resources. These include digital magnetic boards, resource cards, word cards, sound cards, sound mats, grapheme charts, videos, templates, handwriting guidance, and more. All this content is available in the planning guidance section of the ActiveLearn Primary website (ALP).

**Practice:** At the end of each unit, Bug Club Phonics offers a series of unit-specific Digital Practice Assessment Games, which can be taken on a class-wide level or in small groups. Additionally, at the end of each phase, there are phase-level Digital Practice Assessment Games, which help students practice both real and alien words. These engaging digital games help students solidify

concepts by putting into practice what they have already learned in the classroom. Students are also free to return to the digital practice games as a method to help those who may struggle with particular concepts (available on ALP).

**Review:** Revision weeks are a chance for teachers to use their own methods to identify which phonemes children find most difficult on a class-wide level. Take the chance to re-teach these areas to the whole class, then divide the cohort into groups according to which sounds they still find difficult to help each child do their best in each assessment.

**Assess:** There are different assessment types in Bug Club Phonics, which teachers can choose to use with flexibility. The Assessment Sheets (numbered 1-7 for Reception, and 8-13 for Key Stage 1) should be considered the central summative assessments. These assessments help gather information on student progress at crucial points across the progression.

There are also additional 'Phase Assessments' which are useful for providing insight into a child's progress. These assessments are designed specifically to help children prepare for the Phonics Screening Check at the end of Year 1. You may choose to use these with every child, or just with those children for whom you would like to gather more information. Schedule of Assessment charts for both Reception and Key Stage 1 are available on the ALP website and include both types of summative assessment.

Digital Practice Assessment Games are not part of the Bug Club Phonics Schedule of Assessment. However, these games can be used to review and prepare for assessment, as discussed above in the 'Practice' section of this document.

Teachers are also encouraged to use formative assessment to evaluate students' knowledge as they learn (e.g., through observation and questioning). This is an informal assessment style made most effective by responding through annotating and adapting plans for the revision of GPCs/blending/segmenting.

**Track:** Downloadable assessment trackers are available for both Reception and Key Stage 1. These trackers include all assessments indicated in the Schedule of Assessment charts. Each assessment has its own tab where teachers can enter results for every assessment question for every child. By entering 'y' for yes, and 'n' for no, the teacher can indicate if the child has answered a question on the assessment correctly. A colour-based output is then shown to indicate the child's performance on the assessment. This colour indicator can also be viewed on the assessment overview page, which is a convenient way to see how both individuals and classes are performing on assessments over time.

**Consolidate:** Consolidation weeks are a chance to ensure that children are comfortable with the phonics concepts they have already learned. As these weeks appear after phase or termly assessment, teachers can use the results of these assessments to measure the pace and level of knowledge each child has gained. During this time, it is advisable to revisit content, digital practice assessment games, and decodable readers to ensure children are confident in their learning. Teachers may choose to temporarily split the class into groups according to levels of understanding.

**[Catch-Up]:** Formative and summative assessment opportunities across the delivery of the programme will highlight knowledge gaps that a child or a group of children might have. In conjunction with the assessment trackers, the Bug Club Phonics Catch-Up Guidance document can be used to inform the appropriate level intervention suitable to each student at any given time. The Assessment Skills and Catch-Up Activities chart and the Extra Catch-Up Exercises bank (available in the Catch-Up section of the ALP planning page) provide additional catch-up support.

The following table shows a suggested progression for Bug Club Phonics, mapped across Reception, Year 1, and some of Year 2. It consists of opportunities to **Teach, Practice, Review, Assess, and Consolidate**. However, this plan should be considered a guideline to be adapted to individual and classroom needs.

Key Stage 1 (Year 1)				
Week	Unit	Activity	Weekly Content Guide	Language Session: Partially or Fully Decodable Words (i.e., Irregular/Tricky Words) and High Frequency Words
Term 1A				
Phase 2-4 Review				
1		<b>Review Practice</b>	<p><b>Phase 2 Review</b></p> <ul style="list-style-type: none"> <li>Review units 1-5 (Reception Content)</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>Unit 1: Digital Practice Assessment Games [Optional]</li> <li>Unit 2: Digital Practice Assessment Games [Optional]</li> <li>Unit 3: Digital Practice Assessment Games [Optional]</li> <li>Unit 4: Digital Practice Assessment Games [Optional]</li> <li>Unit 5: Digital Practice Assessment Games [Optional]</li> </ul>	Review Phase 2 irregular/tricky words: <i>to, the, no, go, I, into, her</i>
2		<b>Review</b>	<b>Phase 3 Review</b>	

		<b>Practice Assess</b>	<ul style="list-style-type: none"> <li>Review units 6-7 (Reception Content)</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>Unit 6: Digital Practice Assessment Games [Optional]</li> <li>Unit 7: Digital Practice Assessment Games [Optional]</li> </ul> <p><b>Assessment Review:</b> <b>Assessment Sheets 1&amp;2 (Reception Content)</b></p> <ul style="list-style-type: none"> <li>Names and sounds of letters, lowercase</li> <li>Names and sounds of letters, uppercase</li> <li>Writing the letters for letter names/letter sounds</li> </ul>	
3		<b>Review Practice</b>	<p><b>Phase 3 Review</b></p> <ul style="list-style-type: none"> <li>Review Units 8-10 (Reception Content)</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>Unit 8: Digital Practice Assessment Games [Optional]</li> <li>Unit 9: Digital Practice Assessment Games [Optional]</li> <li>Unit 10: Digital Practice Assessment Games [Optional]</li> </ul>	
4		<b>Review Practice</b>	<p><b>Phase 3 Review</b></p> <ul style="list-style-type: none"> <li>Review unit 11 (Reception Content)</li> </ul>	Review Phase 3 irregular/tricky words:

		<b>Assess</b>	<p><b>Unit 11: Digital Practice Assessment Games</b> [Optional]</p> <p><b>Assessment Review:</b> <b>Assessment Sheets 3,4, &amp; 5 (Reception Content)</b></p> <ul style="list-style-type: none"> <li>• Sounds and of digraphs and trigraphs</li> <li>• Spelling of digraphs/trigraphs</li> <li>• Blending and segmenting (nonwords)</li> </ul>	<i>me, be, he, my, by, she, they, we, are, you, all, was, give, live</i>
5		<b>Review Practice</b>	<p><b>Phase 4 Review</b></p> <ul style="list-style-type: none"> <li>• Review unit 12 (Reception Content)</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 12: Digital Practice Assessment Games [Optional]</li> </ul>	Review Phase 4 irregular/tricky words: <i>said, have, like, so, do, some, come, were, there, little, one, when, out, what</i>
6		<b>Assess Consolidate</b>	<p><b>Assessment Review:</b> <b>Assessment Sheets 6 &amp; 7 (Reception Content)</b></p> <ul style="list-style-type: none"> <li>• Blending and segmenting CCVC, CVCC and CCVCC words</li> <li>• Understanding Sentences</li> </ul> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• Phases 2-4</li> </ul>	
<b>Term 1B</b>				

Phase 5				
7	13	Assess* Teach Practice	<p><b>Assess*</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment Sheets 8-11</b> (*Please note that Assessment Sheets 8-11 can be given any time throughout units 13 to 27. This assessment material can be repeated as needed.)</li> </ul> <p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /w/ written as 'wh'</li> <li>• Phoneme /f/ written as 'ph'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 13: Digital Practice Assessment Games</li> </ul>	<i>oh, their, people</i> (Teach as partially decodable)
8	14		<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /ai/ written as 'ay'</li> <li>• Phoneme /ai/ written as 'a-e'</li> </ul>	
9	14	Teach Practice	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /ai/ written as 'eigh', 'ey', 'ei'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 14: Digital Practice Assessment Games</li> </ul>	<i>Mr, Mrs, Ms</i>

10	15	<b>Teach</b>	<b>Teach</b> <ul style="list-style-type: none"> <li>• Phoneme /ee/ written as 'ea'</li> <li>• Phoneme /ee/ written as 'e-e'</li> </ul>	
11	15	<b>Teach Practice</b>	<b>Teach</b> <ul style="list-style-type: none"> <li>• Phoneme /ee/ written as 'ie', 'ey', 'y'</li> <li>• Language Session</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>• Unit 15: Digital Practice Assessment Games</li> </ul>	<i>looked, called, asked</i>
12		<b>Review Assess</b>	<b>Revise</b> <ul style="list-style-type: none"> <li>• GPCs from units 13-15 (<i>wh, ph, ai, ee, igh</i>)</li> </ul> <b>Assess [optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 13-15	Review: <i>oh, their, people, Mr, Mrs, Ms, looked, called, asked</i>



Term 2A				
13		<b>Consolidate</b>	<b>Consolidate</b> <ul style="list-style-type: none"> <li>GPCs from units 13-15 (<i>wh, ph, ai, ee</i>)</li> </ul>	
14	16	<b>Teach Practice</b>	<b>Teach</b> <ul style="list-style-type: none"> <li>Phoneme /igh/ written as 'ie'</li> <li>Phoneme /igh/ written as 'i-e'</li> <li>Phoneme /igh/ written as 'y'</li> <li>Phoneme /igh/ written as 'i'</li> <li>Language Session</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>Unit 16: Digital Practice Assessment Games</li> </ul>	<i>water, where</i>
15	17	<b>Teach Practice</b>	<b>Teach</b> <ul style="list-style-type: none"> <li>Phoneme /oa/ written as 'ow'</li> <li>Phoneme /oa/ written as 'o-e'</li> <li>Phoneme /oa/ written as 'o' and 'oe'</li> <li>Language Session</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>Unit 17: Digital Practice Assessment Games</li> </ul>	<i>who, again</i>

16	18	<b>Teach Practice</b>	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme long /oo/ written as 'ew'</li> <li>• Phoneme long /oo/ written as 'ue'</li> <li>• Phoneme long /oo/ written as 'u-e'</li> <li>• Phoneme short /oo/ written as 'u' and 'oul'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 18: Digital Practice Assessment Games</li> </ul>	<i>thought, through</i>
17		<b>Review</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• GPCs from units 16-18 (igh, oa, oo)</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 16-18</p>	<i>Review: water, where, who, again, thought, through</i>
18		<b>Consolidate</b>	<p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• GPCs from units 16-18 (igh, oa, oo)</li> </ul>	

Term 2B				
19	19	Teach	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /or/ written as 'aw'</li> <li>• Phoneme /or/ written as 'au'</li> <li>• Phoneme /or/ written as 'al'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 19: Digital Practice Assessment Games</li> </ul>	<i>work, laughed, because</i>
20	20	Teach Practice	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /ur/ written as 'ir'</li> <li>• Phoneme /ur/ written as 'er'</li> <li>• Phoneme /ur/ written as 'ear'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 20: Digital Practice Assessment Games</li> </ul>	<i>Thursday, Saturday, thirteen, thirty</i>
21	21	Teach Practice	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /ow/ written as 'ou'</li> <li>• Phoneme /oi/ written as 'oy'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 21: Digital Practice Assessment Games</li> </ul>	<i>different, any, many</i>

22		<b>Review Assess</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>GPCs from units 13-21 (<i>wh, ph, ai, ee, igh, oa, oo, or, ur, ow, oi</i>)</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 19-21</p> <p><b>Phase 5 Assessment (Part A, units 13-21)</b></p> <ul style="list-style-type: none"> <li>Reading: Real words (units 13-21)</li> <li>Reading: Pseudo-words (units 13-21)</li> </ul>	<i>Review: work, laughed, because, Thursday, Saturday, thirteen, thirty</i>
23		<b>Consolidate</b>	<p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>GPCs from units 13-20 (<i>wh, ph, ai, ee, igh, oa, oo, or, ur, ow, oi</i>)</li> </ul>	
24	22	<b>Teach Practice</b>	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>Phoneme /ear/ written as 'ere' and 'eer'</li> <li>Phoneme /air/ written as 'are' and 'ear'</li> <li>Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>Unit 22: Digital Practice Assessment Games</li> </ul>	<i>eyes, friends</i>

Term 3A				
25	23	Teach Practice	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /c/ written as 'c'</li> <li>• Phoneme /c/ written as 'k'</li> <li>• Phoneme /c/ written as 'ck'</li> <li>• Phoneme /c/ written as 'ch'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 23: Digital Practice Assessment Games</li> </ul>	<i>two, once</i>
26	24	Teach Practice	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)'</li> <li>• Phoneme /s/ written as 'sc' and st(l)'</li> <li>• Phoneme /s/ and /z/ written as 'se'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 24: Digital Practice Assessment Games</li> </ul>	<i>great, clothes</i>
27		Review	Review	<i>Review: eyes, friends, two, once, great, clothes</i>

		<p><b>Assess</b> <b>Consolidate</b></p>	<ul style="list-style-type: none"> <li>GPCs taught units 22-24 (<i>ear, air, c, s, z</i>)</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 22-24</p> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>GPCs from units 22-24 (<i>ear, air, c, s, z</i>)</li> </ul>	
29		<p><b>Review</b></p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>Phonics Screening Check Preparation*</li> <li>Review GPCs from units 1-24 (Reception content; Year 1 content)</li> </ul> <p>*In preparation for the National Phonics Screening Check, teachers may wish to review GPCs from units 1-24. Please note that most of the content for the Phonics Screening Check will come from units 1-24 (primarily from units 1-21). However, it is possible that children will encounter limited content from units 25-27</p> <p>For more information on the National Phonics Screening Check, see GOV.UK: <a href="https://www.gov.uk/guidance/phonics-screening-check-structure-and-content-of-the-check">Phonics screening check: structure and content of the check - GOV.UK (www.gov.uk)</a></p>	
30		<p><b>Assess</b></p>	<p><b>Assess</b></p>	

			<p><b>Mock Tests*</b></p> <ul style="list-style-type: none"> <li>• Mock Test A: Real words</li> <li>• Mock Test A: Pseudo-words</li> <li>• Mock Test B: Real words</li> <li>• Mock Test B: Pseudo-words</li> <li>• Mock Test C: Real words</li> <li>• Mock Test C: Pseudo-words</li> </ul> <p>*Please note that Mock Test C contains GPCs that have not yet been taught, such as in the word chef (taught in unit 27). In preparation for the Phonics Screening Check, Bug Club Phonics recommends covering at least units 1-24 before the check. However, it is possible that children will encounter limited content from units 25-27.</p>	
<b>Term 3B</b>				
31	25	<p><b>Assess</b> <b>Teach</b> <b>Practice</b></p>	<p><b>Assess</b> <b>National Phonics Screening Check</b></p> <p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)</li> <li>• Phoneme /j/ written as 'dge'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 25: Digital Practice Assessment Games</li> </ul>	<p><i>it's, I'm, I'll, I've</i></p>

32	26	<b>Teach Practice</b>	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /l/ written as 'le'</li> <li>• Phoneme /m/ written as 'mb'</li> <li>• Phoneme /n/ written as 'kn' and 'gn'</li> <li>• Phoneme /r/ written as 'wr'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 26: Digital Practice Assessment Games</li> </ul>	<i>don't, can't, didn't</i>
33	27	<b>Teach</b>	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /ch/ written as 'tch'</li> <li>• Phoneme /sh/ alternatives</li> <li>• Phoneme /e/ written as 'ea'</li> <li>• Phoneme /zh/ written as 's'</li> </ul>	
34	27	<b>Teach Practice</b>	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Phoneme /o/ written as '(w)a'</li> <li>• Phoneme /u/ written as 'o'</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 27: Digital Practice Assessment Games</li> </ul>	<i>first, second, third</i>



35		<p><b>Review</b> <b>Practice</b> <b>Assess</b></p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• GPCs from units 22-27 (<i>ear, air, c, s, z, j, l, m, n, r, ch, sh, e, zh, o, u</i>)</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Phase 5: Digital Practice Assessment Games (Real Words)</li> <li>• Phase 5: Digital Practice Assessment Games (Alien Words)</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 25-27</p> <p><b>Phase 5 Assessment (Part B, units 22-27)</b></p> <ul style="list-style-type: none"> <li>• Guided/unguided blending</li> <li>• Reading: Real words (units 22-27)</li> <li>• Reading: Pseudo-words (units 22-27)</li> <li>• Irregular/tricky words</li> </ul>	<p><i>Review: it's, I'm, I'll, I've, don't, can't, didn't, first, second, third</i></p>
36		<p><b>Consolidate</b></p>	<p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• GPCs from units 22-27 (<i>ear, air, c, s, z, j, l, m, n, r, ch, sh, e, zh, o, u</i>)</li> </ul>	

Key Stage 1 (Year 2)				
Week	Unit	Activity	Weekly Content Guide	Language Session: New Common Exception Words (partially decodable)
Term 1A				
Phase 5 Review				
1		Review Practice Assess	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>GPCs from units 13-15 (<i>wh, ph, ai, ee,</i>)</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Unit 13: Digital Practice Assessment Games</li> <li>Unit 14: Digital Practice Assessment Games</li> <li>Unit 15: Digital Practice Assessment Games</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 13-15</p>	<i>Review: oh, their, people, Mr, Mrs, Ms, looked, called, asked</i>
2		Review	Review	

		<p><b>Practice Assess</b></p>	<ul style="list-style-type: none"> <li>• GPCs from units 16-21 (<i>igh, oa, oo, or, ur, ow, oi,</i>)</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Unit 16: Digital Practice Assessment Games</li> <li>• Unit 17: Digital Practice Assessment Games</li> <li>• Unit 18: Digital Practice Assessment Games</li> <li>• Unit 19: Digital Practice Assessment Games</li> <li>• Unit 20: Digital Practice Assessment Games</li> <li>• Unit 21: Digital Practice Assessment Games</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 16-20</p> <p><b>Assessment Review:</b> <b>Phase 5 Assessment (Part A, units 13-21) [Year 1 Content]</b></p> <ul style="list-style-type: none"> <li>• Reading: Real words (units 13-21)</li> <li>• Reading: Pseudo-words (units 13-21)</li> </ul>	<p><i>Review: water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many,</i></p>
3		<p><b>Review</b></p>	<p><b>Review</b></p>	<p><i>Review: eyes, friends, two, once, great, clothes</i></p>

		<p><b>Practice Assess</b></p>	<ul style="list-style-type: none"> <li>• GPCs taught units 22-24 (<i>ear, air, c, s, z</i>)</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Unit 22: Digital Practice Assessment Games</li> <li>• Unit 23: Digital Practice Assessment Games</li> <li>• Unit 24: Digital Practice Assessment Games</li> </ul> <p><b>Assess [Optional]</b> Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 22-24</p>	
4		<p><b>Review Practice Assess</b></p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• GPCs from units 25-27 (<i>j, l, m, n, r, ch, sh, e, zh, o, u</i>)</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 25: Digital Practice Assessment Games</li> <li>• Unit 26: Digital Practice Assessment Games</li> <li>• Unit 27: Digital Practice Assessment Games</li> </ul> <p><b>Assess [Optional]</b></p>	<p><i>Review: it's, I'm, I'll, I've, don't, can't, didn't, first, second, third</i></p>

			Using your own methods, you may want to use this time to informally assess individual understanding of the GPCs from units 25-27	
5		<b>Review Assess</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>GPCs from units 22-27 (<i>ear, air, c, s, z, j, l, m, n, r, ch, sh, e, zh, o, u</i>)</li> </ul> <p><b>Assessment Review</b>  <b>Phase 5 Assessment (Part B, units 22-27)</b>  <b>[Year 1 Content]</b></p> <ul style="list-style-type: none"> <li>Guided/unguided blending</li> <li>Reading: Real words (units 22-27)</li> <li>Reading: Pseudo-words (units 22-27)</li> <li>Irregular/tricky words</li> </ul>	<i>Review: eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third</i>
6		<b>Assess</b>	<p><b>Assessment Review</b>  <b>Mock Tests</b></p> <ul style="list-style-type: none"> <li>Mock Test A: Real words</li> <li>Mock Test A: Pseudo-words</li> <li>Mock Test B: Real words</li> <li>Mock Test B: Pseudo-words</li> <li>Mock Test C: Real words</li> <li>Mock Test C: Pseudo-words</li> </ul>	
<b>Term 1B</b>				

7		<b>Consolidate</b>	<b>Consolidate</b> <ul style="list-style-type: none"> <li>Phase 5, Mock Tests</li> </ul>	
<b>Phase 6</b>				
8	28	<b>Teach Practice</b>	<b>Teach</b> <ul style="list-style-type: none"> <li>Suffix ending: '-ing' (a morpheme)</li> <li>Suffix ending: '-ed' (a morpheme)</li> <li>Suffix ending: split digraph silent 'e' + '-ing', '-ed'</li> <li>Language Session</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>Unit 28: Digital Practice Assessment Games</li> </ul>	<i>clearing, gleaming, rained, mailed</i>
9	29	<b>Teach Practice</b>	<b>Teach</b> <ul style="list-style-type: none"> <li>Suffix ending: '-s' (as plural morpheme)</li> <li>Suffix ending: '-es' after 'ss', 'x'</li> <li>Suffix ending: '-es' after 'ch', 'sh', 'tch'</li> <li>Language Session</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>Unit 29: Digital Practice Assessment Games</li> </ul>	<i>men, mice, feet, teeth, sheep</i>

10	30	<b>Teach Practice</b>	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Prefix 're-'</li> <li>• Prefix 'un-'</li> <li>• Prefix, root, suffix</li> <li>• Language Session</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Unit 30: Digital Practice Assessment Games</li> </ul>	<i>vowel, consonant, prefix, suffix, syllable</i>
11		<b>Review Assess</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Review suffixes, prefixes, and roots</li> </ul> <p><b>Assessment Sheets 12 and 13</b></p> <ul style="list-style-type: none"> <li>• Rules for adding suffixes and prefixes - Spelling</li> <li>• Rules for adding suffixes and prefixes - Reading</li> </ul>	<i>Review: clearing, gleaming, rained, mailed, men, mice, feet, teeth, sheep, vowel, consonant, prefix, suffix, syllable</i>
12		<b>Consolidate</b>	<p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• Phase 6</li> </ul>	