St Mark's Primary School

Phonics Progression Map

This progression map has been created to support teachers when planning phonics.

OVERVIEW

The English curriculum seeks to equip pupils with a strong command of spoken and written language in readiness for their next phase in education and to be successful life- long learners and participants in society. We acknowledge the importance of English within each subject of the primary curriculum, and believe that a depth of learning secured within all aspects of this core subject including phonics, enables access to the full breadth of a rich and vibrant curriculum, and broadens pupils' experiences.

The English curriculum aims to develop effective communication skills so pupils can speak and write fluently to communicate with others, and can read confidently and listen carefully so others can communicate with them.

INTENT

At St Mark's CE Primary School, we strive to give our pupils the best start in establishing secure foundations in reading. Our primary intent is to create avid readers which we believe is the foundation for any greater depth learner. While phonics and fluency is emphasised in the early teaching of reading, immersive whole-class reading sessions, through The Power of Reading, use challenging texts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency but primarily focus on the contextualisation of language and literary devices.

We also prioritise establishing a reading culture in which pupils are encouraged to read widely and for pleasure. It is our intention that by the end of their primary education, all of our pupils will be able to: read fluently, with confidence, in any subject in their forthcoming secondary education; draw on their knowledge of quality literature to further drive their passion for reading and writing and continue on their journeys as life-long readers.

IMPLEMENTATION

What is our approach to teaching phonics?

Skilled word Reading, involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

To enable pupils to develop these skills effectively, they are taught a sequence of systematic synthetic phonics teaching; supported using some Jolly Phonics resources such as images that represent the actions to ensure a kinaesthetic approach; inclusive for all our learners. The provision of appropriately sequenced books that practise what the pupils already know develops confidence and fluency through automatic word recognition.

The sequence also enables pupils to see the relationship between Reading and Spelling and supports teaching that reinforces the understanding that decoding and encoding are reversible processes. pupils develop secure oral blending and segmenting skills to help them blend to read and segment to spell as they progress through the sequence.

Our pupils enjoy daily phonics lessons as part of a systematic programme; gaining satisfaction from putting their learning into practice in their reading, writing in all curriculum areas and through continuous provision within the early years.

How is phonics taught and reinforced throughout school?

During the teaching of phase 2-5, Phase 1 will continue to be taught, with a focus on Aspect 7 (oral blending and segmenting).

Coverage beyond Phase 5 is achieved during both Year 1 English lessons rather than after Phase 5 at the end of Year 1, as this would be too late to achieve the outcomes of the Y1 curriculum in writing (for example: plurals -s –es, adjectives adding -er –est, verbs adding -ing –er, covering past tense endings –ed, prefix un-, compound words and use of suffixes which the pupils will need earlier in the year) and revisited in greater depth at year 2

- Our schools agreed approach to teaching the Key Words (a combination of HFWs, tricky words from Letters and Sounds and CEW from the National Curriculum) is:
- Discretely as part of the phonics session.
- Sound Talk the new KW and break down into sounds. Ask how many sounds the word has and then blend it together several times.
- Teacher writes it down.
- Discuss the parts which match the phonemes and those that are not phonetically plausible e.g. *Which part is tricking us out?*
- Then practise recognising the word to aid automaticity of reading.

- Our whole-school approach that staff should take to support pupils to read KWs in their texts is:
- Allow them to apply their phonics knowledge as much as possible.
- Discuss aspects that do not match their known GPCs, using this opportunity as a teaching point.

- We support learning at home by:
- Sending home Tricky Words (CEWs) once these have been taught
- Keeping parents informed with daily sound sheets, weekly letter formation and I spy games. In addition, via Marvellous Me, parents are informed of new bug club games that have been allocated to their child and or support videos to practise new GPCs and reading these in words.

EYFS and Year 1 (Phases 1-5 and 6 through English lessons)

- Daily discrete sessions of 30 minutes.
- The session will include: - a re-visit of previously learnt GPCs and Reading of KWs; - an introduction to a new phoneme/grapheme; - practise reading and writing words with the new GPCs - the opportunity to use and apply knowledge through reading and writing;
- A planned sequence of home reading books that are matched to the child's phonetic stage so that deliberate and successful practise can also take place at home.
- It is the aim that all pupils will access a 1:1 reading session and a guided reading session each week in school: These sessions develop pupils's fluency, automaticity and basic comprehension. Disadvantaged pupils will have a guided reading session as well as 3 1:1 reading sessions to close the gap and diminish the difference.
- Phonics learning is revisited and reinforced throughout all other curriculum areas.

- Where pupils are identified to be struggling to remember phonetical knowledge in line with their peers, triage sessions prior to the next phonic lesson help to consolidate that learning. We operate a stage not age approach so all children can access learning that is right for them to be successful readers and writers. Our next steps are identified not only by ongoing teacher assessment, but by regular checks (see assessment cycle)

Year 2

- Pupils are now rapidly developing in their fluency and start to use word recognition alongside their phonics to support automaticity.
- First 30 mins of each day targets phonics and spelling following the Babcock No Nonsense scheme
- Year 2 children who do not pass the phonic check will join our stage not age approach and/or additional small group intervention.

Year 3 and Key stage 2

We recognise that pupils who are making the transition from Year 2 to Year 3 can become vulnerable to the demands of the increasingly challenging Key Stage Two curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met. Our Year Three pupils have explicit spelling sessions which enable them to re-visit and review their phonetical knowledge. Those pupils who didn't pass the phonics screening test will continue to access appropriate resources and additional small group targeted support for their Phonics and where appropriate join the stage not age approach.

Links to handwriting

- In the Reception year, children will be taught to read in print. We will show different representations of all graphemes e.g capital letters and those with descenders as loops.
- When modelling letter formation, all letters are seen in isolation in years R-1 but will be modelled with a lead out. When teaching digraphs, these are shown as single letters and additionally modelled as a joined unit of sound to support/challenge all of our learners. This will enable children to be successful writers where others can read their writing and they are ready for joining their handwriting.

Displays and sound/letter mats

- In reception, letter mats including a large visual display show all graphemes in phases 2-3 with lead outs and no joins. They have images that reflect the action to support our SEND learners. These are covered and revealed when taught. Font: Letterjoin air no lead. The reverse of the letter mat has set 1-5 TWs. See appendix
- In year 1, the same letter mats from Reception are built upon with early alternative graphemes in phase 5. The large wall display mirrors the letter mat and alternative graphemes are added when taught throughout Year 1. On the reverse of the letter mat are tricky words (joined font) and Capital letters to aid writing with greater independence. In Summer 2 a new letter mat is introduced with an increasing number of new graphemes (joined font) such as se, mb, dge, wr to support writing these as a unit of sound. There continue to be images on this to support all our learners. The large graphemes in Year 1 are displayed with loops and lead outs but the letter mats now have joined digraphs and trigraphs to secure these as unit of sound when writing. See appendix

- In year 2 and beyond there is no large letter mat displayed but children will be familiar with and use the letter mat. All graphemes are now joined to encourage this for those who are ready and uses the Letterjoin plus font. Literacy working walls should include relevant spelling rules that are being targeted and any focus KWs.
- Time is allocated within the phonic sessions to build familiarity with the letter mat to scaffold independence when reading and writing.

Sound buttons are used in reception and year 1 to scaffold the new graphemes when taught. These may also be used to support our SEND learners.

Letter names

In Reception, children are exposed to both letter names and sounds. By the end of the year the expectation is that children can sing an alphabet song and identify most letters of the alphabet by their name.

In Yr 1 letter names are actively taught in phonics and literacy lessons.

Phonics for writing

Always use Phonics first - all children are encouraged to use their phonics first when writing as a have a go approach

Sound talk to segment to hear sounds in words - say the word long to stretch out the sounds, then segment to hear the first - middle - end sounds

Phoneme/grapheme correspondence using sound mat appropriate for each year group/SEND.

When giving correct spelling in feedback , staff use the letter names to spell the words

Phonics for reading

All books that are sent home are closely matched to children's phonic stage. *Books to learn* are changed by staff Mon, Weds, Fri in R-KS1.

Sources of Key Words

KW in green – HFWs from Letters and Sounds/National curriculum

KW in red – CEWs from Letters and Sounds/National curriculum

Vocabulary:

pupils are exposed to the correct phonic terminology from the very start.

Words included are: blend segment/sound talk phoneme grapheme digraph trigraph adjacent consonant cluster letter blend vowel plural prefix suffix letter word syllable rhyme sentence

Phoneme: The smallest unit of sound in a word. Phonemes may be written with more than one letter eg day. The word start has 4 phonemes - s - t - ar - t. The word church has 3 phonemes - ch - ur - ch. The word strap has 5 phonemes - s - t - r - a - p.

Grapheme: The letter or letters that are used to write a phoneme.

Digraph: A two letter grapheme where two letters represent one phoneme or sound eg ar, ea, er, oi, ch, th

Vowel Digraph: A two letter grapheme that represents a vowel phoneme or sound eg ay, ee, oa

Split Vowel Digraph: A two letter grapheme that represent a vowel phoneme or sound where the sounds are pushed apart by another letter. This digraph often used to be referred to as a magic e eg cake, bite, phone, these, cube. It is used for the long vowel sounds.

Trigraph: A three letter grapheme where three letters represent one phoneme or sound eg air, igh, ear

Blending: Building words for reading by pushing together all the phonemes or sounds in the word.

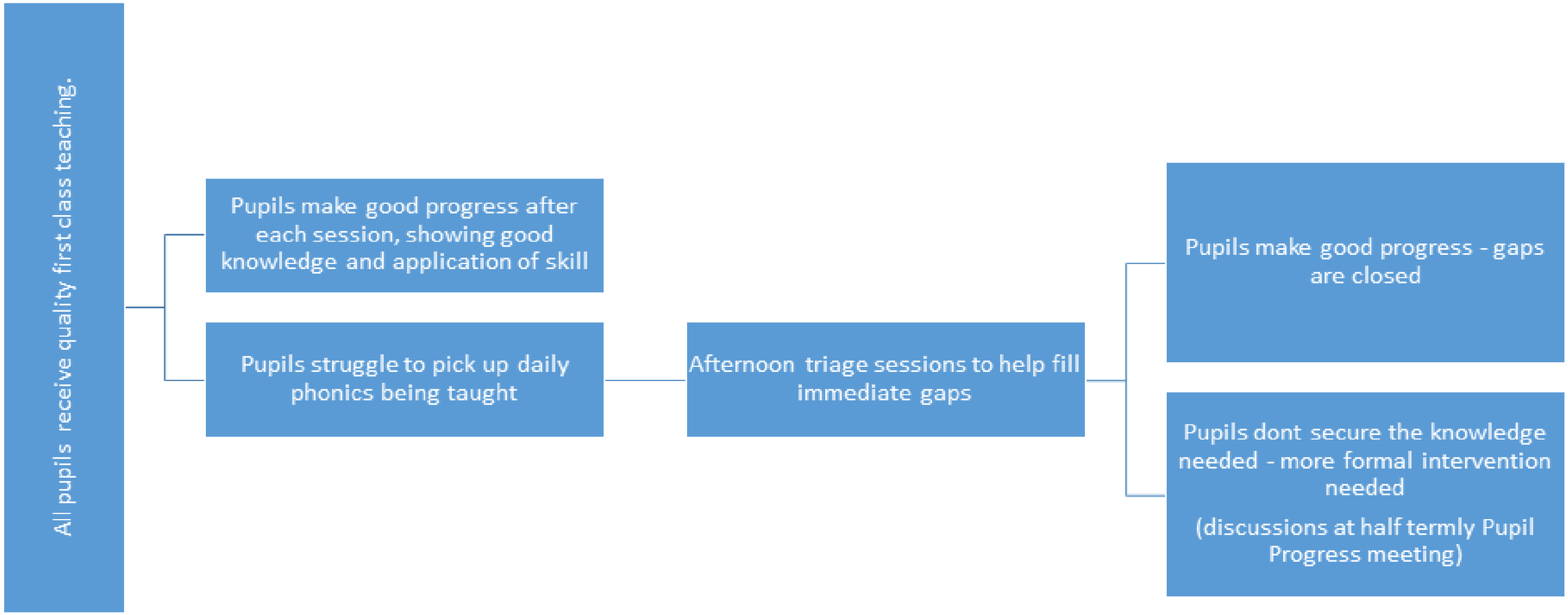
Segmenting/sound talking: Splitting up words for spelling by breaking up words into all their sounds and then working out what letter or letters are needed to represent each sound.

Short vowel sound: The sound that the letters a, e, i, o, u make in a word eg cat, peg, hit, not, sun.

Long vowel sound: The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon.

Intervention and catch up

From the start of their phonic journey with us, ongoing assessments are made and pupils falling behind are identified early. Below shows our organisation of catch up sessions and intervention (see assessment cycle)



St Mark's CE Primary School Phonic Overview

Reception

Lilac / Pink		Red		Yellow	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vocab: blend segment/sound talk phoneme grapheme letter word syllable rhyme tricky words	**Vocab:** blend segment/sound talk phoneme grapheme letter word syllable rhyme sentence digraph	**Vocab:** blend segment/sound talk phoneme grapheme letter word syllable rhyme sentence digraph trigraph	**Vocab:** blend segment/sound talk phoneme grapheme letter word syllable rhyme sentence digraph trigraph	**Vocab:** blend segment phoneme grapheme letter word syllable rhyme sentence digraph trigraph adjacent consonant cluster/letter blends	**Vocab:** blend segment phoneme grapheme letter word syllable rhyme sentence digraph trigraph adjacent consonant cluster/letter blends plural/suffix
Week 1 & 2: Phase 1 Phonics recap aspects 1-7 BASELINE **Week 3:** Phase 2 Set 1 - s,a,t,p **Week 4:** Set 2 – i, n, m, d **Week 5:** Set 3 – g,o,c,k, ck **Week 6:** Set 4 –e,u,r **Week 7:** Set 5 – h,b,f,l **Week 8:** Set 5/6 – ff, ll ss	**Week 9: Secure Phase 2 skills** Simple sentence reading Words with double consonants *e.g rabbit button puppet* **Week 10:** Phase 3 j v w x **Week 11:** y z zz **Week 12:** Forming graphemes a-z with w/bs pens to spell HFWs **Week 13:** qu ch sh **Week 14:** th ng **Week 15:** Read 2 syllable words with sounds taught e.g. *rocket laptop*	**Week 16:** Recap ch sh th/th ng **Week 17:** ai ee igh **Week 18:** oa oo/oo ar **Week 19:** or ur/er ow **Week 20:** oi nk **Week 21:** ear air ure **Week 22:** Read polysyllabic words with di/trigraphs e.g. *tonight rooftop garden bedroom*	**Week 23:** Revisit ai ee igh for writing Sentence construction **Week 24:** Revisit oa oo/oo ar for writing Sentence construction **Week 25:** Revisit or ur/er ow for writing Sentence construction **Week 26:** Revisit oi nk for writing Sentence construction **Week 27:** ear air ure for writing Sentence construction **Week 28:** Spelling polysyllabic words with digraphs/trigraphs e.g. *shorter powder looking*	**Week 29:** Phase 4 cvcc words including nk. Practise recognition and recall of Phase Two and Three graphemes in reading and spelling CVC words **Week 30:** ccvc words. Practise recognition and recall of Phase Two and Three graphemes in reading and spelling CVC words **Week 31:** common misconceptions - tr (chr) dr (jr) sp (sb) st (sd) sc (sg) **Week 32:** ccvc words with digraphs **Week 33:** cvcc words with digraphs **Week 34:** Read polysyllabic words with adjacent consonants e.g. *pumpkin shelter chimpanzee*	**Week 35:** Ccvcc **Week 36:** Cccvc **Week 37:** Recap CEWs Phase 2-4 **Week 38:** Write polysyllabic words *lunchbox sandwich starlight* **Week 39:** Address common misconceptions words ending with s and ing **Week 40:** Transition to Y1 sound mat – training in independent use for writing

Reading **HFWs/CEWs:** Week 1: Oral blending Week 2: initial sounds/segmenting Week 3: a at as sat Week 4: is it in an am and dad did man Week 5: on can not cat top got dog Week 6: get up mum sun us duck ran run red back I to the Week 7: if had his him back big but of bed fun let hat bad hot has no go into Week 8: off tell fell miss put **Highlighted yellow words introduced as TWs earlier and then revisited to match reading book sequence.**	**Reading** **HFWs/CEWs:** Week 9: be me Week 10: will well fox box Week 11: he yes Week 12: we was Week 13: she love fish much wish Week 14: thing king this that then them with than long Week 15: 2 syllable words with sounds taught e.g. *rocket laptop sunset rabbit*	**Reading** **HFWs/CEWs:** Week 16: they my Week 17: see been need right night keep feet queen said Week 18: too look book took good food soon room boat hard car have Week 19: or for down now her Week 20: you think Week 21: are all Week 22: Read polysyllabic words with di/trigraphs e.g. *farmyard rooftop garden bedroom tinfoil again along morning*	**Reading** **HFWs/CEWs:** Week 23: have said like Week 24: dark park too look Week 25: down now how town or for Reading words with double letters: better ladder dinner hammer letter Week 26: do so Week 27: air here Week 28: come some	**Reading** **HFWs/CEWs:** Week 29: help went end little Week 30: it's three there were here Week 31: stop must still just best tree Week 32: gran sleep green from Week 33: wind next what when Week 34: children one out	**Reading:** **HFWs/CEWs:** Week 35: *never river* under ever Week 36: grandad dragon Week 37: you are all my they her have said like do so come some one out little what when there were Week 38: across different Week 39: looks lots eggs trees things something morning looking going Week 40: small began
Developing segmenting/sound talking to spell - phase 1 skills. Say the word nice and long. Robot talk to hear the first, middle, end sounds in a word. Link sounds to the letters in phase 2 Focus on using magnetic letters to spell simple cvc words	**Spelling** **HFWs/CEWs:** Week 9: a at as sat Week 10: is it in an am and dad did man Week 11: on can not cat top dog got Week 12: get mum ran run red sun duck up us I to the Week 13: if big had his him back but of bed fun let hat bad hot has no go into Week 14: off tell fell miss **put** Week 15:Revisit I the to no go into	**Spelling** **HFWs/CEWs:** Week 16: be me Week 17: will fox box Week 18: he yes Week 19: we was Week 20: she love fish much wish Week 21: thing king long this that then them with than Week 22: 2 syllable words with sounds taught e.g. *rocket laptop sunset*	**Spelling** **HFWs/CEWs:** Week 23: they my Week 24: see been need right night keep feet queen Week 25: too look book took good food soon room boat hard car Week 26: or for down now her Week 27: you are all think Week 28: Spell polysyllabic words with di/trigraphs e.g. *farmyard rooftop garden bedroom tinfoil again along morning*	**Spelling** **HFWs/CEWs:** Week 29: have said like Week 30: dark park too look Week 31: down now how town or for Week 32: do so Week 33: air here Week 34: come some	**Spelling** **HFWs/CEWs:** Week 35: help went end little Week 36: it's three there were here Week 37: stop must still just best Week 38: gran sleep green from Week 39: wind next what when Week 40: children one out

ASSESSMENT MILESTONE	ASSESSMENT MILESTONE	ASSESSMENT MILESTONE	ASSESSMENT MILESTONE	ASSESSMENT MILESTONE	ASSESSMENT MILESTONE
• Correct articulation of taught sounds • GPCs s a t p i n m d g o c k ck e u r h l b ff ss ll ff • Orally blend • Hear initial sounds • Read set 1 TWs See assessment cycle for rigorous assessment and tracking	• Correct articulation of taught sounds • GPCs double consonants, j v w x y z zz qu ch sh th/th ng • Sound and blend for reading CVC words with taught GPCs • Read 2 syllable words with double consonants e.g. kitten rabbit • Segment to hear sounds in CVC words • Read set 2 TWs • Spell set 1 TWs	• Correct articulation of taught sounds • GPCs ai ee igh oa oo/oo ar or er ur ow oi nk ear air ure • Sound and blend to read CVC words with taught GPCs • Read 2 syllable words with taught GPCs • Segment to spell and write appropriate graphemes for CVC words. • Read set 3 TWs • Spell set 2 TWs	• GPCs revisit ai ee igh oa oo/oo ar or er ur ow oi nk ear air ure • Read simple sentences with taught GPCs • Spell 2 syllable words with taught GPCs • Read set 4 TWs • Spell set 3 TWs	• Read letter blends CVCC CCVC • Read polysyllabic words with letter blends e.g. shelter, pumpkin, children • Read set 5 TWs • Spell set 4 TWs • Sing an alphabet song/rap	• Read letter blends CCVCC CCCVC • Spell polysyllabic words • Spell set 5 TWs • Know letter names.

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue		**Green**		**Orange**	
Vocab: blend segment phoneme grapheme letter word syllable rhyme sentence digraph trigraph adjacent consonant cluster plural Split vowel digraph					

Week 1: revisit phases 2-4 Sets 1-12. Reading and spelling polysyllabic words with digraphs and adjacent consonants.

Week 2: consolidation of HFWs and CEWs already taught.

Week 3: **Phase 5**
New graphemes taught -
ay ea ie oe ue

Week 4: revisit graphemes
Ai, ay, ee, ea, ie, igh, oa, oe, oo, ue

Week 5:
New graphemes taught -
oy ir ou (as in out)
revisit oi, ur, ow

Week 6:
New graphemes taught -
wh ph ew

Week 7:
New graphemes taught -
Au aw ey (as in donkey)

Week 8:
New graphemes taught -
a-e e_e i_e o_e u_e

Letters and Sounds highlighted green are on the Phase 5 Summer Term Letter Mat as an advanced code.

Week 9: revisit graphemes
Ai, ay, ee, ea, ie, igh, oa, oe, oo, ue
a-e e_e i_e o_e u_e

Week 10:
New alternatives taught- letter names
a –acorn bacon, e – he she
i – find mind kind

Week 11:
New alternatives taught- letter names o-open, u –unit, human
y – (as in my, by) y - (as in very happy) **Moved to week 11 to fit next set of reading books**

Week 12:
New alternatives taught-
ow – snow window and revisit
ow – cow, now
ie -field chief and revisit
ie – tie pie
u - bush/full/put

Week 13:
New alternatives taught-
ea – (e head breakfast bread)
ou – (long oo soup) (short oo could) (ol mould) and revisit (ow proud)

Week 14:
Revisit y – (as in my, by) Revisit y - (as in very happy)
New alternative taught y - (as in pyramid, mystery)

Week 15: revisit using gap analysis and phonics screener check to gap fill

Week 16: revisit
a-e e_e i_e o_e u_e

Week 17:
New alternatives taught-
revisit er misconception u – (as in letter farmer dinner) and revisit er (as in her, person)
a - (as in bath grass last after, rather, father)

Week 18:
c – city
g-magic g(e) g(i) g(y)

Week 19:
New alternative pronunciation -
a-water (or) a-want was what (o)

Week 20:
New alternatives taught-
ey – (as in donkey/they - ai)
tch – (as in fetch catch)

Week 21: Revisit ear – (as in hear, fear)
New alternatives taught –
ere – (as in here, severe)
eer –(as in cheer, career)

Week 22: Revisit air – (as in pair chair)
New alternatives taught -
Ear – (as in pear bear)
Are – (as in care share)

Week 23: revisit
a-e e_e i_e o_e u_e

Week 24: revisit
c – city
g-magic g(e) g(i) g(y)
er (as in her, person)

Week 25: revisit
ow – snow window and revisit
ow – cow, now
ie -field chief and revisit
ie – tie pie
u - bush/full/put

Week 26: revisit
ea – (e head breakfast bread)
ou – (long oo soup) (short oo could) (ol mould) and revisit (ow proud)

Week 27: revisit graphemes
Ai, ay, ee, ea, ie, igh, oa, oe, oo, ue

Week 28: revisit y – (as in my, by), (as in very), (as in gym)

Week 29: revisit
a-e e_e i_e o_e u_e

Week 30: revisit
oy ir ou (as in out)
revisit oi, ur, ow

Week 31: revisit
wh ph ew au aw

Week 32: revisit
Using results from phonics check 2017 to gap fill.

Phonics screening check usually falls in week 33 or 34.
Week 33: revisit using results from phonic assessment cycle

Week 34: Alternatives for reading only
t-ure picture)
/j/ - (dge bridge)
/r/ - (wr write wrong)

Week 35: Alternatives for reading only
/n/ - (kn knight know) (gn gnat)
/m/ - (bomb climb thumb)

Week 36: Alternatives for spelling
/u/ - (o come month done)
/s/ - (st castle listen) (se horse)
/z/ - (se please browse noise)

Week 37: Alternatives for spelling
ve – (as in have, live, give)
ch - chef Charlotte (sh)
ch - school (c)

Week 38: /or/ : ore – (as in shore, more), oor (as in floor, door) al (as in walk, call), our (as in four, court)
/ur/: ear (as in early search, heard)

Week 39: Alternatives for reading only
/sh/ (cial special) (tion station) (sion vision)

Reading: **HFWs/CEWs**: Week 1: Mr Mrs things again looks Week 2: one two three looked called asked Week 3: day say may way play away Week 4: tea each eat sea Week 5: boy girl birds first about round found Week 6:new which where why who Week 7: saw oh their people key Week 8: made came these time white home	**Reading:** **HFWs/CEWs**: Week 9: make gave take inside liked even use clothes Week 10: find because Week 11: only over most very every baby by fly Week 12: put push pull pulled full snow grow window Week 13: head could, would, should Week 14: any many floppy	**Reading:** **HFWs/CEWs**: Week 15: don't didn't can't couldn't (not) there's that's he's (is) (apostrophes for contraction) Week 16: I'm I'll I've let's we're (apostrophes for contraction) Week 17: ask fast last past bath path pass class grass father after plants river ever never under better Week 18: place once giant magic Week 19: water want wanted Week 20:	**Reading:** **HFWs/CEWs**: Week 21: here Week 22: bear Week 23: jumped cried stopped Week 24: eyes Week 25: old told cold Week26: work narrator	**Reading:** **HFWs/CEWs**: Week 27: different thought Week 28: everyone suddenly Week 29: great our Week 30: around shouted Week 31: really coming Week 32: friends laughed	**Reading:** **HFWs/CEWs**: Week 33: Revisit/address common misconceptions Week 34: wrist write wrap Week 35: know through gone Week 36: other another mother house mouse please Week 37: live lived give school Week 38: more before door small animal walk called your Week 39: Revisit/address common misconceptions
Spelling: common spelling errors from EYFS revisited incl s/z (is/iz) and th/v/f (of/ov) **HFWs/CEWs** **Week 1:**my (mI) you (yoo) **Week 2:**with (wiv) have (hav) **Week 3:**are(ar) said (sed) **Week 4:**there (thair) were (wer) so (soa) **Week 5:**out (owt) some (sum) come (cum) **Week 6:**what (wot) when (wen) **Week 7:**they (thai) little (litall) **Week 8:**like (lighck/lIck) one (won)	**Spelling:** **HFWs/CEWs**: Week 9: Mr Mrs things again looks Week 10: one two three looked called asked Week 11: day say may way play away Week 12: tea each eat sea new which saw key Week 13: boy girl birds first about round found Week 14: where why who oh their people	**Spelling:** **HFWs/CEWs**: Week 15: make gave take inside liked even use clothes Week 16: made came these time white home Week 17: only over most find because Week 18: put push pull pulled full snow grow window Week 19: head could, would, should Week 20: any many very every floppy baby by fly	**Spelling:** **HFWs/CEWs**: Week 21: don't didn't can't couldn't (not) there's that's he's (is) (apostrophes for contraction) Week 22: I'm I'll I've let's we're (apostrophes for contraction) Week 23: ask fast last past bath path pass class grass father after plants river ever never under better Week 24: place once giant magic Week 25: water want wanted Week 26:	**Spelling:** **HFWs/CEWs**: Week 27: here Week 28:bear Week 29: jumped cried stopped Week 30: eyes Week 31: old told cold Week 32: work narrator	**Spelling:** **HFWs/CEWs**: Week 33: different thought everyone suddenly Week 34: great our around shouted Week 35: really coming friends Week 36: laughed through know gone Week 37: live lived give school Week 38: small animal walk called Week 39: more before door your