

/f/

f

f

feathers



fell fluffy feathery fancy
food frilly funny foolish
full fast fantastic friends

ph

ph

photograph






graph telegraph pole “*phew!*”
elephant paragraph sphere
phase triumph telephone

The focus graphemes ‘f’ and ‘ph’ are code for the sound /f/. Underline the focus graphemes in all the words in the lists and in the text. Finger-track under all the graphemes in the words from left to right, say the sounds to decode the words. Circle unknown words. Read the text and re-write in an exercise book (self-dictation or copy-writing). Draw a picture or picture sequence.

Fiona, Stephanie and Ralph went to the zoo with their teacher, Mr. Philips, and the other pupils in their class. Fiona loved the birds and collected lots of bright and fluffy feathers for some art work back in the class. Stephanie loved the elephants and she took lots of photos of them for the class photograph album. Ralph loved the food the most!

Unit 6
extra

Fold this page up to the bottom of the ‘f’ and ‘ph’ graphemes. Draw a vertical line on the folded-up part to create two columns. Say the words to be spelt very slowly and put a dash for each sound identified. Where necessary, break the spoken words into syllables first. Select the columns in which to write the words. Check each word whilst finger-tracking under the graphemes.

/or/	<u>or</u>	<u>au</u>	<u>aw</u>
or /aw/ in some accents	fork 	sauce 	dawn 
	corn fort cork torn worn-out orb orbit torch scorn porch orch <u>ard</u> ordin <u>ary</u>	saucer haul Paul audience pause applause August autum <u>n</u> automatic	saw draw flaw raw scrawl drawer straw drawn trawl trawler strawberry
The focus graphemes 'or', 'au' and 'aw' are all code for the sound /or/. Underline the focus graphemes in all the words in the lists and in the text. Finger-track under all the graphemes in the words from left to right, say the sounds to decode the words. Circle unknown words. Read the text and re-write in an exercise book (self-dictation or copy-writing). Draw a picture or picture sequence.			
One August night, when Paul was in the orchard, he saw a flying saucer. The orb was like a torch glowing in the sky. As dawn arrived, Paul was worn-out and he lost sight of the saucer's orbit. He scrawled a quick drawing of the orb before he hauled himself off to bed at last.			
Unit 6 extra	Fold this page up to the bottom of the 'or', 'au' and 'aw' graphemes. Draw two vertical lines on the folded-up part to create three columns. Say the words to be spelt very slowly and put a dash for each sound identified. Where necessary, break the spoken words into syllables first. Select the columns in which to write the words. Check each word whilst finger-tracking under the graphemes.		

ou

/ou/

ouch



long

/oo/

soup



out pout mouth shout south loud
cloud sound pound mound found
mountain fountain grouch crouch

you youth group groups grouped
coupon wound wounded recoup
youths wounds recoups coupons

The focus grapheme 'ou' is code for two different sounds: /ou/ and long /oo/ dependent upon the words. Underline the focus grapheme in all the words in the lists and in the text. Finger-track under all the graphemes in the words from left to right and say the correct sounds to decode the words. Circle unknown words. Read the text and re-write in an exercise book (self-dictation or copy-writing). Draw a picture or picture sequence.

The top of the mountain was hidden by misty clouds. The group of youths found themselves wishing that they could return south. After a short rest, the travellers re-grouped. They crouched behind boulders as a herd of mountain deer bounded past, shoulder to shoulder, with barely a sound. Suddenly the clouds melted away and a glorious sun cheered them on. They should soon reach the peak at last!

Fold this page up to the bottom of the sounds: /ou/ and long /oo/. Draw a vertical line on the folded-up part to create two columns. Say the words to be spelt very slowly and put a dash for each sound identified. Where necessary, break the spoken words into syllables first. Select the columns in which to write the words. Check each word whilst finger-tracking under the graphemes.

Unit 6 extra

-ie

/igh/

tie



/ee/

chief



lie pie die lies pies dies lied
cried tries cries tried horrified
glorified denied magnifies relies

brief thief field shield belief
relief windshield briefcase niece
piece (of cake) relieved mischief

The focus grapheme 'ie' is code for two different sounds: /igh/ and /ee/ dependent upon the words. Underline the focus grapheme in all the words in the lists and in the text. Finger-track under all the graphemes in the words from left to right and say the correct sounds to decode the words. Circle unknown words. Read the text and re-write in an exercise book (self-dictation or copy-writing). Draw a picture or picture sequence.

My niece, Sophie, was always getting up to mischief with her friends. Whenever Sophie was found out, she denied, cried and lied! She appeared horrified that we pointed her out as the worst mischief-maker. It was a big relief in the family that Sophie changed as she grew up. *She* says that we magnified how badly she behaved when she was little... but *we* think that she glorifies the 'good old days'!

Fold this page up to the bottom of the sounds: /igh/ and /ee/. Draw a vertical line on the folded-up part to create two columns. Say the words to be spelt very slowly and put a dash for each sound identified. Where necessary, break the spoken words into syllables first. Select the columns in which to write the words. Check each word whilst finger-tracking under the graphemes.

Unit 6 extra

ew

/yoo/

new shoes



long /oo/

crew



few dew (on the grass) I knew... pewter
stew new newborn newt newspaper

yew tree chew I drew... screw
I threw... corkscrew jewels

The focus grapheme 'ew' is code for two different sounds: /yoo/, long /oo/ dependent upon the words. Underline the focus grapheme in all the words in the lists and in the text. Finger-track under all the graphemes in the words from left to right and say the correct sounds to decode the words. Circle unknown words. Read the text and re-write in an exercise book (self-dictation or copy-writing). Draw a picture or picture sequence.

Stewart needed to renew his library tickets. He knew that he might get a small fine if he did not renew his tickets in time. He drew up a plan to visit the library when he went to choose some new shoes on Saturday. Stewart was horrified to discover that he had screwed up his library tickets. He threw them away a few days ago when he threw out all his old newspapers and other rubbish. Oh dear! He was only trying to be tidy and organised. So much for the big plan...

Fold this page up to the bottom of the sounds: /yoo/ and long /oo/. Draw a vertical line on the folded-up part to create two columns. Say the words to be spelt very slowly and put a dash for each sound identified. Where necessary, break the spoken words into syllables first. Select the columns in which to write the words. Check each word whilst finger-tracking under the graphemes.

Unit 6 extra

ch

/ch/

chairs



/k/

chameleon



/sh/

chef



chilly child children
such much rich which
crunch chicken chatter

school chemist chorus
orchestra orchid chaos
technical mechanic

parachute chute chalet
Charlotte charades
machine machinery

The focus grapheme 'ch' is code for three different sounds: /ch/, /k/ and /s/ dependent upon the words. Underline the focus grapheme in all the words in the lists and in the text. Finger-track under all the graphemes in the words from left to right and say the correct sounds to decode the words. Circle unknown words. Read the text and re-write in an exercise book (self-dictation or copy-writing). Draw a picture or picture sequence.

Charlie, Chris and Charlotte were best friends when they were children. They were all in the school orchestra together. Charlie played the oboe, Chris played the drums and Charlotte played the flute. They stayed friends as adults, too, when Charlie became a music teacher, Charlotte became an architect designing holiday chalets, and Chris became a mechanic as he was interested in car engines.

Fold this page up to the bottom of the sounds: /ch/, /k/ and /s/. Draw two vertical lines on the folded-up part to create three columns. Say the words to be spelt very slowly and put a dash for each sound identified. Where necessary, break the spoken words into syllables first. Select the columns in which to write the words. Check each word whilst finger-tracking under the graphemes.

Unit 6 extra