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Unit Teaching Focus

2.1	a with <i>Super e</i> (<i>a-e</i> as in <i>made</i>)
2.2	i with <i>Super e</i> (<i>i-e</i> as in <i>kite</i>)
2.3	o with <i>Super e</i> (<i>o-e</i> as in <i>rope</i>)
2.4	u with <i>Super e</i> (<i>u-e</i> as in <i>tube</i>)
2.5	Revision: <i>Super e</i> with <i>a, i, o</i> and <i>u</i>
2.6	<i>-ck</i> (as in <i>lack</i>) and <i>-ke</i> (as in <i>lake</i>)
2.7	Final double consonants: <i>-ss, -ff, -ll</i>
2.8	<i>ai</i> (as in <i>pain</i>) & <i>ay</i> (as in <i>say</i>)
2.9	<i>oa</i> (as in <i>boat</i>) & <i>o-e</i> (as in <i>joke</i>)
2.10	<i>oa</i> (as in <i>boat</i>) & <i>ai</i> (as in <i>pain</i>)
2.11	<i>ee</i> (as in <i>sheep</i>) & <i>ea</i> (as in <i>beat</i>)
2.12	Homophones with <i>ee</i> (as in <i>meet</i>) & <i>ea</i> (as in <i>meat</i>)
2.13	Long <i>oo</i> (as in <i>balloon</i>) & short <i>oo</i> (as in <i>football</i>)
2.14	<i>ar</i> (as in <i>star</i>) & <i>or</i> (as in <i>sport</i>)
2.15	<i>ir</i> (as in <i>bird</i>) & <i>ur</i> (as in <i>hurt</i>)
2.16	<i>oi</i> (as in <i>soil</i>) & <i>oy</i> (as in <i>boy</i>)
2.17	<i>/ng/</i> as in <i>sing</i>
2.18	Soft <i>c</i> (as in <i>race</i>) & soft <i>g</i> (as in <i>cage</i>)
2.19	The <i>-ed</i> suffix and its three sounds
2.20	Double consonants with <i>-y</i> word ending (as in <i>happy</i>)
2.21	Double consonants with <i>-le</i> (as in <i>bubble</i>) & <i>-y</i> (as in <i>mummy</i>)
2.22	Double consonants with <i>-er</i> word ending (as in <i>summer</i>)
2.23	Double consonants with <i>-er, -ing, -ed</i> and <i>-est</i> word endings
2.24	Don't double unless you have to. Analysing base words
2.25	<i>-tion</i> (as in <i>action</i>)
2.26	Revise and review <i>-tion</i>

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