

WORKING WITH WORDS

Student knows: Most of the letters, most of the time. Can hear initial sounds in words.

Weeks 1 - 7 of Terms 1 - 3

Synthetic Phonics	Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. Once all lessons are completed, move onto SSSP Book 1, again completing a lesson each day from Simplified Systematic Synthetic Phonics Book 1. Each lesson can be done between 1 - 3 times.
5 words of the week	5 words of the week, focusing on words from the Oxford Word List that the student still needs to consolidate. Ensure you also cover the appropriate irregular words from the Literacy Hub Phonics Progression in this section. For additional ideas of word wall activities see Using the Word Wall .
Word Sorts	These are built into Simplified Systematic Synthetic Phonics. Can do further sorts to encourage students to pay attention to word features if needed.
Other activities	Focusing on word knowledge and word meaning (if possible), such as Guess the Covered Word, Hangman, etc

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Example of a Weekly Program Weeks 1 - 7 of Terms 1 - 3

Monday	• (I do/We do/You do) Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. (We do/You do) If these are completed, move onto SSSP 1. Complete a lesson from Simplified Systematic Synthetic Phonics Book 1. Do all parts, split into different sessions if needed. • (I do) Introduce the words of the week. Hold up each word one at a time and tell the students what the word is. Put it in a sentence so that the students associate it with its meaning. (We do) Have the students clap once for each letter, calling attention to the word length. For students who find clapping difficult, they may be able to bang a drum or hit a switch. Students should also chant the letters of the word. They can do this out loud or using their inner voice. (You'll also find lots of interesting chants if you Google "word wall chants".) (We do) Students should then make or "write" the words using letters or a keyboard. Once each word has been introduced, clapped, chanted and "written" then it is time to add it to the word wall. (We do) Each word is added to the word wall under the letter it begins with. • Word sorts were covered in Simplified Systematic Synthetic Phonics if needed.
Tuesday	• (I do/We do/You do) Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. (We do/You do) If these are completed, move onto SSSP 1. Complete a lesson from Simplified Systematic Synthetic Phonics Book 1. Do all parts, split into different sessions if needed. If student(s) struggled with the lesson from the previous day, repeat this lesson. Otherwise, move onto the next lesson. Do not repeat any lesson more than 3 times before moving onto the next lesson. • (I do/We do) Follow a similar process to Monday. The main difference is that students now need to find the word on the word wall. Put the words in sentences, clap, chant and write them.

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Thursday	(I do/We do/You do) Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. (We do/You do) If these are completed, move onto SSSP 1. Complete a lesson from Simplified Systematic Synthetic Phonics Book 1. Do all parts, split into different sessions if needed. If student(s) struggled with the lesson from the previous day, repeat this lesson. Otherwise, move onto the next lesson. Do not repeat any lesson more than 3 times before moving onto the next lesson. (We do/You do) Review the five words of the week. asking students to either put them in a sentence or write each word. Now do, Fill the Gap using the 5 words of the week. Write 5 sentences with a gap that can be filled by one of the 5 words. For example, the 5 words might be: brother, birthday, home, them, my. Then write or say a sentence like "I got a present for my _____." Ask the students to write the word that fills the gap. Continue until you've used all 5 words in 5 sentences.

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For additional ideas of word wall activities see [Using the Word Wall](#).

This handout uses the language of gradual release of responsibility. I do = educator models the information/task. We do = educator and students do it together, each with their own resources/activity. You do = student does task independently. If a "You do" task is too difficult for a student, change it to a "we do" task.

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Weeks 8 - 10 of Terms 1 - 3 and Term 4

Letter Sounds, Phonemic Awareness & Synthetic Phonics	Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. Once all lessons are completed, move onto SSSP Book 1, again completing a lesson each day from Simplified Systematic Synthetic Phonics Book 1. Each lesson can be done between 1 - 3 times.
Consolidating the Word Wall	Do activities aimed at consolidating each student's knowledge of words on the word wall. For additional ideas of word wall activities see <u>Using the Word Wall</u> .
Word Sorts	These are built into Simplified Systematic Synthetic Phonics. Can do further sorts to encourage students to pay attention to word features if needed.
Other activities	Focusing on word knowledge and word meaning (if possible), such as Guess the Covered Word, Hangman, etc

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Monday	• (I do/We do/You do) Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. (We do/You do) If these are completed, move onto SSSP 1. Complete a lesson from Simplified Systematic Synthetic Phonics Book 1. Do all parts, split into different sessions if needed. • (We do/You do) Do a review activity of word wall words. Do Decoding by Analogy - pick one word from a word family, e.g. big, and ask the students to generate other words that end in -ig. The students or you write them up as a list. If you have time, repeat with a second word family. • Word sorts were covered in Simplified Systematic Synthetic Phonics if needed.
Tuesday	• (I do/We do/You do) Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. (We do/You do) If these are completed, move onto SSSP 1. Complete a lesson from Simplified Systematic Synthetic Phonics Book 1. Do all parts, split into different sessions if needed. If student(s) struggled with the lesson from the previous day, repeat this lesson. Otherwise, move onto the next lesson. Do not repeat any lesson more than 3 times before moving onto the next lesson. • (We do/You do) Do a review activity of word wall words. Do an Open Word Wall Spelling test. This is exactly what the name says it is. Say 10 words from the word wall and ask the students to write them. If you have time, add another group of words. • Word sorts were covered in Simplified Systematic Synthetic Phonics if needed.

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Thursday	• (I do/We do/You do) Complete a lesson from modified accessible Phonics Lessons for Phases 1 - 5 (originally from Literacy Hub). Each lesson can be done 1 or 2 times. (We do/You do) If these are completed, move onto SSSP 1. Complete a lesson from Simplified Systematic Synthetic Phonics Book 1. Do all parts, split into different sessions if needed. If student(s) struggled with the lesson from the previous day, repeat this lesson. Otherwise, move onto the next lesson. Do not repeat any lesson more than 3 times before moving onto the next lesson. • (You do) Do a review activity of word wall words. Get students to Write a Word Wall Sentence - make up a funny (or sensible) sentence using word wall words and ask the students to write it. Make up additional sentences if time, or play Hangman with one or more Word Wall Words. • Word sorts were covered in Simplified Systematic Synthetic Phonics if needed.

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