

Phonics Lesson Packs

Modified from the Literacy Hub

Phases 1 - 5

These lessons have been modified to be accessible for students who may need AAC and/or students who have difficulty handwriting.

These instructions are for people who wish to use these lessons along with the Simplified Systematic Synthetic Phonics (SSSP) books from Jane Farrall Consulting.

Important Points

- These lessons should be completed before commencing Book 1 of SSSP.
- No lesson should be done more than twice. Please move onto the next lesson, even if a student is struggling, if you have done a lesson twice.
- If a student is struggling greatly with these lessons you may need to return to doing phonemic awareness tasks, such as onset rime and final sound phonemic awareness.
- The tasks in these lessons are listed as "I do", "We do" and "You do".
- "I do" tasks are to be done by the educator to model the task and expectation.
- "We do" tasks are done by both educator and students. If needed, these can become another opportunity for the educator to model, and students then copy.
- "You do" tasks are designed for students to do independently. If a student is struggling with a "you do" task then turn it into a "we do" task. Further practice will be provided once they move onto SSSP.
- The slides around irregular (sight) word instruction have been removed from these lesson packs, as we recommend that you cover these during your word wall lessons.

Irregular (sight) Words

The irregular (sight) words that need to be covered during these lessons are:

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
• is • a • I • the	• my • has • to • do	• he • me • was • said	• of • like • love	• they • are • you

If you have already covered these during your word wall lessons, you should refresh student's knowledge of these words during each phase as the words will be used in the lessons.

Each lesson:

- Consists of three files: teacher instructions, student sheet and a PowerPoint for running the lesson.
- All lessons require some extra resources, and a copy of the student sheet for each student in the group. Please check the teacher instructions before each lesson to see what extra resources are required.

s says /s/ Teacher Notes

Lesson 1, Phase 1

Slide 1 Lesson Structure:

Explicit teaching of:

- new phonemic awareness skills (slides 2 and 3)
- the letter-sound correspondence s says /s/ (slides 4 to 12).

Takes approximately 15 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness: I do

Joining Blocks: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you are going to take three sounds and blend them together to make a word. Put out three joining bricks to represent the three sounds, spread the blocks out a short distance from each other.

Start with the word run.

Say:

- /r/, /u/, /n/ (as single sounds)
- rrrrunnnn (running the sounds together)
- run

Push the three bricks together as you do this to reinforce the sound blending.

Repeat with the following words:

- /f/, /oo/, /t/ (foot)
- /p/, /oo/, /sh/ (push)
- /ch/, /i/, /k/ (chick)

Now tell the students that you are going to blend the sounds using your inner voice.

Start with the word dog.

Say out loud: /d/, /o/, /g/ (as single sounds)

Pause to blend.

Say out loud: "I said the word "dog" in my head. I hope you said it too."

Repeat with the following words:

- /c/, /u/, /t/ (cut)
- /p/, /ar/, /k/ (park)
- /ch/, /i/, /p/ (chip)

If this is the first time your students have tried blending sounds to make words they may need further modelling. Repeat the activities above with further words with three sounds.

Slide 3: Phonemic Awareness: We do

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you need some help blending more words together.

Support students to repeat the single sounds, either out loud or in their heads. Ask them to run the sounds together and blend them to say the word, while pushing the blocks together. Help them with moving and joining the blocks if needed. If a student uses AAC or their speech is difficult/unclear, encourage them to use their inner voice.

First word: Say the three sounds /l/, /ā/, /k/ (lake)

Verbal students with clear speech would say:

- /l/, /a/, /k/ (as single sounds)
- llllaakkk (running the sounds together)
- lake

If you have a student using inner voice, say "I said the word lake in my head. I hope you said it too."

Repeat with the words /sh/, /ē/, /p/ (sheep) and /n/, /ī/, /t/ (night).

s says /s/ Teacher Notes

Lesson 1, Phase 1

Slide 5: S says /s/: I do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Say: Today we are learning the letter s. The sound that s makes is /s/.

Demonstrate tracing over the letter on a large screen, or writing it on a whiteboard. Begin at the green dot and end at the red dot, while saying the target sound: "s says /s/"

Slide 6: S says /s/: We do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard, or finding it on a QWERTY keyboard or partner assisted scanning alphabet display. Remind the students that letter s says /s/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 7: Beginning sound: I do

Demonstrate saying the word for each picture aloud and listening for or isolating the beginning sound to find which words begin with /s/: sock, sit, button.

Say "sock. ssssock. I can hear /s/ at the beginning. Yes - it begins with s."

Say "sit. ssssit. I can hear /s/ at the beginning. Yes - it begins with s."

Say "button. b-utton. I can't hear /s/ at the beginning. No - it doesn't begin with s."

Slide 8: Beginning sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /s/: sun, clock, sandwich.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /s/?"

If needed stretch out the initial sound to help students hear it.

Repeat for the other two words.

Slide 9: Beginning sound: We do

Use the instructions for Slide 8 to determine which words start with /s/. The words for this slide are cup, sauce, sew.

Slide 10: Beginning sound: We do

Use the instructions for Slide 8 to determine which words start with /s/. The words for this slide are seal, saw, cat.

Slide 11: Check for Understanding: You do

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

Ask the student to blend these sounds together, out loud or in their head.

They will:

- write the target letter using their writing tool
- say the target sound or identify the target sound from a choice of three
- choose which images on the slide begin with the target sound: mouse, seal, snake.

Slide 12: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

a says /a/ Teacher Notes

Lesson 2, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 6)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 7 and 8)
- the letter-sound correspondence a says /a/ (slides 9 to 17).

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Joining Blocks: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you need their help to blend sounds to make words. .

Support students to repeat the single sounds, either out loud or in their heads. Ask them to run the sounds together and blend them to say the word.

Use the joining bricks to illustrate the concept of blending sounds together into a word.

First word:

Say the three sounds.

- /m/, /o/, /th/ (moth)

Ask the student to blend these sounds together, out loud or in their head.

Verbal students with clear speech would say:

- /m/, /o/, /th/
- mmmmmmothhhhhh
- moth

If the student uses AAC or their speech is difficult/unclear encourage them to use their inner voice. If you have students using inner voice, say "I said the word moth in my head. I hope you said it too."

Repeat with the following words:

- /s/, /ā/, /l/ (sail)
- /r/, /ā/, /k/ (rake)
- /f/, /i/, /n/ (fin)

If students have trouble blending the sounds to say the word, model the process then support student to try again with further words with three sounds.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (sandwich, soap, monkey, pear, hat, sun). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /s/. The first word is sandwich. Does it start with /s/? (Students answer with yes and no.)

Repeat with the words: soap, monkey, pear, hat and sun.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: S says /s/ Review: You do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Point to the letter s. As you point to the first letter ask the students "does this letter say /k/?"

Students respond with yes or no.

a says /a/ Teacher Notes

Lesson 2, Phase 1

Slide 4: S says /s/ Review: You do: continued

Point to the second letter s. As you point to it ask the students "does this letter say /s/?"

Students respond with yes or no.

Point to the third letter s. As you point to it ask the students "does this letter say /s/?"

Students respond with yes or no.

Repeated this process once or twice according to student need. Provide feedback as needed. If any student chooses the wrong sound, provide further practice, reminding them that letter s says /s/.

Slide 5: Writing Letter S review: You do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Say the review sound /s/ while students write the corresponding letter using their writing tool.

Repeat this process once or twice according to student need. Provide feedback as needed. If any student is unable to write the corresponding letter correctly, provide corrective feedback and modelling. Then ask students to try again.

Slide 6: End of Review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 7: Phonemic Awareness: I do

Counters: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you are going to put out a counter for each sound in a word then blend the sounds together to say the word.

Start with the word run.

Say:

- /g/, /u/, /m/ (as single sounds). Put out a counter, spread apart, for each time you say a sound.
- gummm (elongate the sounds as you say the word, and move the counters closer together)
- gum (finish as you say the word at normal speed, putting all three counters close together in a straight line).

Remind students that you can say the word out loud or in your head as they blend the sounds.

Repeat with the following words:

- /r/, /ō/, /d/ (road)
- /p/, /i/, /g/ (pig)
- /b/, /a/, /t/ (bat)

Now tell the students that you are going to blend the sounds using your inner voice.

Start with the word bug.

Say out loud: /b/, /u/, /g/ (as single sounds)

Pause to blend.

Say out loud: "I said the word "bug" in my head. I hope you said it too."

Repeat with the following words:

- •/d/, /u/, /ck/ (duck)
- •/l/, /i/, /k/ (like)
- •/s/, /ea/, /t/ (seat)

Provide further modelling as needed, according to student needs.

a says /a/ Teacher Notes

Lesson 2, Phase 1

Slide 8: Phonemic Awareness: We do

Counters: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Provide each student with a small whiteboard and three counters. Have your own set of counters to do the process as well.

For each word, support students to:

- put out a counter for each sound
- move the counters closer as they run the sounds together
- line the counters up close together to say the word

Use the following sounds:

- /k/, /a/, /v/ (cave)
- /th/, /i/, /n/ (thin)
- /f/, /i/, /g/ (fig)

Remind students that they can say the sounds out loud or in your head.

Check that students can blend the sounds and provide corrective feedback and further examples as needed.

Slide 9: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is a making the /a/ sound.

Slide 10: a says /a/: I do

Say: Today we are learning the letter a. The sound that a makes is /a/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound: a says /a/.

Slide 11: a says /a/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter a says /a/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 12: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /s/: ant, anchor, star.

Say "ant, aaaant. I can hear /a/ at the beginning. Yes - it begins with /a/"

Say "anchor, aaanchor. I can hear /a/ at the beginning. Yes - it begins with /a/"

Say "star, ssstar. I can't hear /a/ at the beginning. No - it doesn't begin with /a/"

Slide 13: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /a/: apple, strawberry, axe.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /a/?"

Repeat for the other two words.

a says /a/ Teacher Notes

Lesson 2, Phase 1

Slide 14: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /a/: add, astronaut, sad.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /a/?"

Repeat for the other two words.

Slide 15: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /a/: sink, ant, adult.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /a/?"

Repeat for the other two words.

Slide 16: Check for understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- say the target sound or identify the target sound from a choice of three
- choose which images on the slide begin with the target sound: mouse, seal, snake.

Slide 17: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

t says /t/ Teacher Notes

Lesson 3, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 6)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 7 and 8)
- the letter-sound correspondence t says /t/ (slides 9 to 17).

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Counters: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Provide each student with a small whiteboard and three counters and get an additional set for yourself.

Give students the sounds for the word peep: /p/, /ē/, /p/.

Ask them to put out a counter for each sound, spaced out evenly over the whiteboard.

Now ask them to push the counters together to blend the word, getting them to say the word "peep" out loud or in their heads.

Repeat with the following words:

/r/, /a/, /g/ (rag)

/f/, /i/, /l/ (fill)

/h/, /o/, /p/ (hop)

Provide feedback as needed. If students have trouble blending the sounds to say the word, model the process then support student to try again with further words with three sounds.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (axe, star, doll, horse, ant, scissors). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /a/: axe, star or doll.

Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Move onto the second row of pictures and say to the students.

Listen for the word that starts with /a/: horse, ant or scissors.

Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat the activity with both rows of pictures, but this time ask the students "which one starts with /s/?"

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: S says /s/ and a says /a/ Review: You do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Point to the letter s. As you point to the first letter ask the students "does this letter say /m/?"

Students respond with yes or no.

Point to the second letter and ask the students "does this letter say /a/?"

Students respond with yes or no.

t says /t/ Teacher Notes

Lesson 3, Phase 1

Slide 4: S says /s/ and a says /a/ Review: You do: Continued

Point to the third letter and ask the students "does this letter say /a/?"

Students respond with yes or no.

Repeat this process with the second line, giving one wrong sound and two correct sounds.

Repeated this process once or twice according to student need. Provide feedback as needed.

If any student chooses the wrong sound, provide further practice, reminding them that letter s says /s/.

Slide 5: Writing Letters S and A review: You do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /s/, /a/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need. Provide feedback as needed. If any student are unable to write the corresponding letter or write the letter incorrectly, provide corrective feedback and modelling. Then ask students to try again.

Slide 6: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 7: Phonemic Awareness: I do

Blend and Point: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words: rod, coat, lick.

Provide yourself with three joining blocks, space apart.

Explain to students that you will move the three blocks together while saying the three sounds. That you will say them closer together and blend them to say the word.

Explain that you will then point to the picture that matches the word.

Use the following sounds:

- /r/, /o/, /d/ (rod)
- /c/, /ō/, /t/ (coat)

For the word lick, say the sounds in your head using your inner voice

- /l/, /i/, /k/ (lick)

Provide further modelling as needed according to student needs.

Slide 8: Phonemic Awareness: We do

Blend and Point: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words: rush, doll, ten.

Hand each student some joining blocks. Say out loud to students the single sounds from the list below, then support them to move the three blocks together while saying the three sounds, out loud or in their heads. Encourage them move the blocks closer together, while also saying the sounds closer together. They should finish by blending the sounds to say the word.

When they are finished, point to the first picture on the slide and say "is this the word - rush".

Students respond yes or no. Repeat with pictures 2 and 3 as needed.

Use the following sounds:

- /r/, /u/, /sh/ (rush)
- /d/, /o/, /l/ (doll)
- /t/, /e/, /n/ (ten)

t says /t/ Teacher Notes

Lesson 3, Phase 1

Slide 8: Phonemic Awareness: We do: Continued

Check that students can blend the sounds and provide corrective feedback and further examples as needed.

Slide 9: Learning Intention

Set learning intention and success criteria.

Note: The sound /t/ is unvoiced. The sound is made using breath only.

The letter-sound correspondence introduced in this lesson is t making the /t/ sound.

Slide 10: t says /t/: I do

Say: Today we are learning the letter t. The sound that t makes is /t/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound: t says /t/.

Slide 11: t says /t/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter t says /t/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 12: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /t/: teapot, apple, tree.

Say "teapot. tteapot. I can hear /t/ at the beginning. Yes - it begins with /t/."

Say "apple. aaapple. I can't hear /t/ at the beginning. No - it doesn't begin with t"

Say "tree. tttree. I can hear /t/ at the beginning. Yes - it begins with /t/."

Slide 13: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /t/: tiger, clock, toothbrush.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /t/?"

Repeat for the other two words.

Slide 14: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /t/: mouse, tire, table.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /t/?"

Repeat for the other two words.

Slide 15: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /t/: tape, timer, bat.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /t/?"

Repeat for the other two words.

t says /t/ Teacher Notes

Lesson 3, Phase 1

Slide 16: Check for understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- say the target sound or identify the target sound from a choice of cap, tree, tent.

Slide 17: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

p says /p/ Teacher Notes

Lesson 4, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 6)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 7 and 8)
- the letter-sound correspondence p says /p/ (slides 9 to 17).

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Joining Bricks: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Provide each student with a three joining bricks and get an additional set for yourself.

The pictures on the slide represent the words: whale, sack, bug

Say out loud to the students the single sounds from the words listed

Now ask them to push the bricks together to blend the word, getting them to say the first word out loud or in their heads.

When they are finished point to the first picture on the slide and say "is this the word" - students respond yes or no. Repeat with pictures 2 and 3.

Use the following sounds:

/w/, /ā/, /l/ (whale)

/s/, /a/, /k/ (sack)

/b/, /u/, /g/ (bug)

Provide feedback as needed. If students have trouble blending the sounds to say the word, model the process then support student to try again with further words with three sounds.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (apple, taco, snake, tin, snail, anchor). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /a/: apple, taco or snake..

Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Move onto the second row of pictures and say to the students.

Listen for the word that starts with /a/: tin, snail or anchor.

Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat the activity with both rows of pictures, but this time ask the students "which one starts with /s/?". Then repeated again, asking "which one starts with /t/?"

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: S says /s/, a says /a/ and t says /t/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all three letters. Now make the sound /s/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /t/ and /a/.

p says /p/ Teacher Notes

Lesson 4, Phase 1

Slide 4: S says /s/, a says /a/ and t says /t/ Review: You do

Repeat this process once or twice according to student need. Provide feedback as needed. If any student does not know a sound or says the wrong sound, provide corrective feedback and modelling.

Slide 5: Writing Letters s, a and t review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /s/, /a/, /t/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need. Provide feedback as needed. If any student are unable to write the corresponding letter or write the letter incorrectly, provide corrective feedback and modelling. Then ask students to try again.

Slide 6: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 7: Phonemic Awareness: I do

Break it Up: Targeting Phoneme Segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words to be segmented: rug, farm, card.

Demonstrate to students stretching and segmenting the sounds in the words represented by the pictures.

For example, for the first picture, say:

rug

rrrrug

/r/, /u/, /g/.

Using a stretching action and counting the final sounds on your fingers can reinforce the process for students.

Repeat with the other words.

If this is the first time your students have tried segmenting words into sounds, they may need further modelling.

Slide 8: Phonemic Awareness: We do

Break it Up: Targeting Phoneme Segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words: coin, wheat, roof.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- say the single sounds, out loud or in their head

Using a stretching action and counting the final sounds can reinforce the process for some students, but may overwhelm others. Use your judgement about implementing this.

Start with the first word, saying "coin". Ask students to say it as well, out loud or in their heads

Now stretch out the sounds, making a stretching action with your arms "c-oi-n". Again, ask students to say it as well, out loud or in their heads

Finally say the three sounds separately - once again asking students to join in either out loud or in their heads.

Repeat with wheat and roof. Model doing some parts using your inner voice as well.

Check that students can segment the sounds and provide feedback and further examples as needed.

p says /p/ Teacher Notes

Lesson 4, Phase 1

Slide 9: Learning Intention

Set learning intention and success criteria.

Note: The sound /p/ is unvoiced. The sound is made using breath only.

The letter-sound correspondence introduced in this lesson is p making the /p/ sound.

Slide 10: p says /p/: I do

Note: The sound /p/ is unvoiced. The sound is made using breath only.

Say: Today we are learning the letter p. The sound that p makes is /p/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound: p says /p/.

Slide 11: p says /p/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter p says /p/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 12: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /p/: penguin, snake, prawn.

Say "penguin. I can hear /p/ at the beginning. Yes - it begins with /p/."

Say "snake. I can't hear /p/ at the beginning. No - it doesn't begin with /p/."

Say "prawn. I can hear /p/ at the beginning. Yes - it begins with /p/."

Slide 13: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /p/: pan, present, butterfly.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /p/?"

Repeat for the other two words.

Slide 14: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /p/: apple, pig, pineapple.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /p/?"

Repeat for the other two words.

Slide 15: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /p/: pirate, taco, pie.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /p/?"

Repeat for the other two words.

Slide 16: Check for understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- say the target sound or identify the target sound from a choice of three letters.
- choose which images start with the target sound: pear, sun, pan

p says /p/ Teacher Notes

Lesson 4, Phase 1

Slide 17: Student Sheet: You do

Student completes student sheet. If needed, this can become a “we do” task, and the lesson is repeated the following day.

i says /i/ Teacher Notes

Lesson 5, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 6)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 7 and 8)
- the letter-sound correspondence i says /i/ (slides 9 to 15).
- reading decodable words (slides 16 to 21)
- writing decodable words (slides 22 to 27)
- Review (slides 28 & 29)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Beginning Sound Review: We do

Break it up: targeting phoneme segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words to be segmented: rope, fork, chin.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- say the single sounds, out loud or in their head

Using a stretching action and counting the final sounds can reinforce the process for some students.

Start with the first word, saying "rope". Ask students to say it as well, out loud or in their heads.

Now stretch out the sounds, making a stretching action with your arms "r-o-p". Again, ask students to say it as well, out loud or in their heads

Finally say the three sounds separately – once again asking students to join in either out loud or in their heads.

Repeat with fork and chin. Model doing some parts using your inner voice as well.

Check that students can segment the sounds and provide feedback and further examples as needed, re-modelling the process as needed.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (teeth, sit, pizza, ambulance, tomato, puppy). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /p/: teeth, sit or pizza.

Which one starts with /p/? (Point to the pictures one at a time and students answer with yes and no.)

Move onto the second row of pictures and say to the students.

Listen again for the word that starts with /p/: ambulance, tomato or puppy.

Which one starts with /p/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat the activity with both rows of pictures, but this time ask the students "which one starts with /s/?". Then repeat again, asking "which one starts with /a/? Then once more, asking "which one starts with /t/?

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

p says /p/ Teacher Notes

Lesson 5, Phase 1

Slide 4: S says /s/, a says /a/, t says /t/ and p says /p/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all four letters – s, a, t and p. Now make the sound /p/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /t/, /s/ and /a/.

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide corrective feedback and modelling.

Slide 5: Writing Letters s, a, t and p review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /s/, /a/, /t/, /p/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide corrective feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide corrective feedback and modelling. Then ask students to try again.

Slide 6: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 7: Phonemic Awareness: I do

Count the Sounds: Targeting Phoneme Segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you have a list of words. You think each word has three sounds and you need to check that that is correct.

Start with the word hoop. Say:

- hoop
- hhhhhooooooooop (stretching the sounds)
- /h/, /oo/, /p/ (put out a counter as you say each separate sound).

Then show the students the three counters to show that the word has three sounds.

Using a stretching action can help reinforce the process for students.

Repeat with the following words:

- horn (/h/, /or/, /n/)
- loud (/l/, /ou?, /d/)
- teach (/t/, /e/, /ch/)

Provide further examples according to student need.

Slide 8: Phonemic Awareness: We do

Count the Sounds: Targeting Phoneme Segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you would like their help to check that the rest of the words on your list all have three sounds.

p says /p/ Teacher Notes

Lesson 5, Phase 1

Slide 8: Phonemic Awareness: We do: Continued

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- say the single sounds, out loud or in their head
- display three counters to show that the word has three sounds

Using a stretching action can help reinforce the process for some students

Start with the first word, saying "shout". Ask students to say it as well, out loud or in their heads.

Now stretch out the sounds, making a stretching action with your arms "sh-ou-t". Again, ask students to say it as well, out loud or in their heads.

Finally say the three sounds separately - asking students to join in either out loud or in their heads and put out a counter for each sound.

Repeat with lawn and moon. Model doing some parts in using your inner voice as well.

Check that students can segment the sounds and provide feedback and further examples as needed.

Slide 9: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is i making the /i/ sound.

Word reading and writing is introduced in this lesson. This is not included in the success criteria because the focus is to introduce students to the concept. Word reading and writing is included in the success criteria from lesson 1.6.

Slide 10: i says /i/: I do

Say:

- today we are learning the letter i
- the sound that i makes is /i/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound: i says /i/

Slide 11: i says /i/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter i says /i/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 13: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /i/: igloo, in, book.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /i/?"

Students answer with yes or no.

Repeated for the other two words.

Slide 14: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /i/: insect, axe, injury.

Teacher begins by naming all three pictures.

Teacher points to first picture.

p says /p/ Teacher Notes

Lesson 5, Phase 1

Slide 14: Beginning Sound: We do: Continued

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /i/?"

Students answer with yes or no.

Repeated for the other two words.

Slide 15: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /i/: iguana, india, sit.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /i/?"

Students answer with yes or no.

Repeated for the other two words.

Slide 16: Reading Words: I do

This is the first time that reading at the word level is introduced, so students will need a high level of teacher support.

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "p-i-t. Pit"

Let students know that you can read this word out loud or in your head.

Slide 17: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "t-i-p. Tip"

Let students know that you can read this word out loud or in your head.

Slide 18: Reading Words: I do

Re-read the first and second words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "s-i-p. Sip"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: We do

This is the first time that reading at the word level is introduced, so students will need a high level of teacher support. Provide as much as is needed.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "i-t. It". Say "I hope you said the word it, out loud or heard it in your head".

Slide 20: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "s-i-t. Sit". Say "I hope you said the word sit, out loud or heard it in your head".

p says /p/ Teacher Notes

Lesson 5, Phase 1

Slide 21: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "p-i-p. Pip". Say "I hope you said the word pip, out loud or heard it in your head".

Slide 22: Writing Words: I do

This is the first time students are making words at the word level, so they will need a high level of teacher support.

The image represents the word to be made: pit.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud
- segmenting individual sounds, putting the relevant letters together as you do so (p-i-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 23: Writing Words: I do

The images represent the words to be made: pit and sip.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud
- segmenting individual sounds, putting the relevant letters together as you do so (s-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 24: Writing Words: I do

The images represent the words to be made: pit, sip and pip.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud
- segmenting individual sounds, putting the relevant letters together as you do so (p-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: sip.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

p says /p/ Teacher Notes

Lesson 5, Phase 1

Slide 26: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: sip, sit.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: sip, sit, pit.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Check for understanding: You do

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- say the letter which makes a target sound from a choice of three
- choose which images on the slide begin with the target sound: igloo, ill, flower

Slide 29: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 7)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 9 and 10)
- the letter-sound correspondence n says /n/ (slides 12 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 23)
- Review (slides 33 & 34)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Beginning Sound Review: You do

Count the sounds: targeting phoneme segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you have a list of words. Each word has three sounds and you need to check that that is correct.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- say the single sounds, out loud or in their head, using a counter for each sound
- display three counters to show that the word has three sounds

Adding a stretching action can help reinforce the process.

Provide students with the following words:

- mice (/m/, /ī/, /s/)
- fetch (/f/, /e/, /ch/)
- road (/r/, /ō/, /d/)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, sheep, shhhheeeep, /sh/, /ē/, /p/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (sun, in, pizza, axe, teddy, pot). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /s/: sun, in or pizza.

Which one starts with /s/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat the activity with both rows of pictures, but pick a different sound each time. Use one of /a/, /t/, /p/ and /i/.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: S says /s/, a says /a/, t says /t/, p says /p/ and i says /i/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all five letters – s, a, t, p and i. Now make the sound /s/ and ask the students to show you which letter makes that sound.

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 4: S says /s/, a says /a/, t says /t/, p says /p/ and i says /i/ Review: You do Continued

Repeat this process with the sounds /t/, /p/, /i/ and /a/.

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide corrective feedback and modelling.

Slide 5: Writing Letters s, a, t, p and i review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /s/, /a/, /t/, /p/, /i/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /s/, /a/, /t/, sat.

If you have students who cannot read the word out loud, point to the first word and say "is this sip?". Students indicate yes or no.

Point to the second word and say "is this pit?". Students indicate yes or no.

Point to the third word and say "is this tap?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: sip, sit, pat.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 9: Phonemic Awareness

Clap the Sounds: Targeting Phoneme Segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that will use your hands to clap the sounds in a word.

Start with the word good. Say:

- good
- goooooood (stretching the sounds)

Then, clap your hands as you say the single sounds /g/, /oo/, /d/.

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 9: Phonemic Awareness: I do: Continued

Repeat with the following words:

- gem (/j/, /e/, /m/)
- this (/th/, /i/, /s/)
- verb (/v/, /er/, /b/)

Remind students that you can do this out loud or with your inner voice.

Model doing it with your inner voice with the words:

- bin (/b/, /i/, /n/)
- turn (/t/, /ur/, /n/)

Provide feedback as needed: If any students have difficulty segmenting the sounds, model the process then support students to try again.

Slide 10: Phonemic Awareness: We do

Clap the Sounds: Targeting Phoneme Segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Give students a word from the list below.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- clap the single sounds, out loud or in their head, from left to right

Word reading and writing is introduced in this lesson. This is not included in the success criteria because the focus is to introduce students to the concept. Word reading and writing is included in the success criteria from lesson 1.6.

Use the following words:

- latch (/l/, /a/, /ch/)
- leap (/l/, /ē/, /p/)
- room (/r/, /oo/, /m/)

Model doing some parts using your inner voice as well.

Check that students can segment the sounds and provide feedback and further examples as needed.

Slide 11: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is n making the /n/ sound.

Slide 12: n says /n/: I do

Say:

- today we are learning the letter n
- the sound that n makes is /n/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound n says /n/.

Slide 13: n says /n/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter n says /n/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 14: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /n/: net, bell, nest.

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 14: Beginning Sound: I do: Continued

Say "net. I can hear /n/ at the beginning. Yes - it begins with /n/"

Say "bell. I can't hear /n/ at the beginning. No - it doesn't begin with /n/"

Say "nest. I can hear /n/ at the beginning. Yes - it begins with /n/"

Slide 15: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /n/: dog, nail, notes.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /n/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 16: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /n/: not, night, fig.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /n/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /n/: nice, dot, nose.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /n/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "n-i-t. Nit"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "i-n. In"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "n-a-n. Nan"

Let students know that you can read this word out loud or in your head.

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "n-i-p. Nip". Say "I hope you said the word it, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "n-a-p. Nap". Say "I hope you said the word nap, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "t-i-n. Tin". Say "I hope you said the word tin, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: nan.

Have the 6 letters we have introduced so far ready to be used: s a t p i n .(It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (nan)
- segmenting individual sounds, putting the relevant letters together as you do so (n-a-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: nan and nap.

Have the 6 letters we have introduced so far ready to be used: s a t p i n .(It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (nap)
- segmenting individual sounds, putting the relevant letters together as you do so (n-a-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: nan, nap and tin.

Have the 6 letters we have introduced so far ready to be used: s a t p i n .(It might be easiest to have these as magnetic letters and use a whiteboard)

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 26: Writing Words: I do continued

Demonstrate:

- saying the word aloud (tin)
- segmenting individual sounds, putting the relevant letters together as you do so (t-i-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: pan

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pan, nip

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pan, nip, ant

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 30: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- choose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "nit", did you read "in" or did you read "tin", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: nip, pan, nan

Slide 31: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence m says /m/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Clap the sounds: targeting phoneme segmenting (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you have a list of words. Each word has four sounds and you need to check that that is correct.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- say the single sounds, out loud or in their head, clapping for each sound
- clap three times to show that the word has three sounds

Adding a stretching action can help reinforce the process.

Provide students with the following words:

- shell (/sh/, /e/, /l/)
- hot (/h/, /o/, /t/)
- bone (/b/, /ō/, /n/)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, shell, shhhheeeel, /sh/, /e/, /l/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (sandwich, night, ant, table, penguin, igloo). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /s/: sun, in or pizza.

Which one starts with /s/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat the activity with both rows of pictures, but pick a different sound each time. Use one of /a/, /t/, /p/, /i/ and /n/.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: S says /s/, a says /a/, t says /t/, p says /p/, i says /i/ and n says /n/

Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 4: S says /s/, a says /a/, t says /t/, p says /p/ and i says /i/ Review: You do: Continued

Give each student access to all six letters – s, a, t, p, i and n. Now make the sound /s/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /t/, /p/, /i/, /n/ and /a/, in random order.

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters s, a, t, p, i and n review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /s/, /a/, /t/, /p/, /i/, /n/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /s/, /a/, /t/, sat.

If you have students who cannot read the word out loud, point to the first word and say "is this tan?". Students indicate yes or no.

Point to the second word and say "is this pin?". Students indicate yes or no.

Point to the third word and say "is this sap?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: pan, nip, sit.

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently (a, the)
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence was "the ant sat in a pit". I hope you all read that too.

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 9: Writing a sentence: You do

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help them with spelling
- leave spaces between words

Tell students the sentence they are going to write is: Pat is in the sap.

Then ask students to write the sentences using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed: If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Joining Blocks: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you are going to take four sounds and blend them together to make a word.

Put out four joining bricks to represent the four sounds, spread the blocks out a short distance from each other.

Start with the word flip. Say:

- /f/, /l/, /i/, /p/ (as single sounds)
- fffffllllliip (running the sounds together)
- flip

Push the four bricks together as you do this to reinforce the sound blending

Repeat with the following words:

- /f/, /r/, /o/, /g/ (frog)
- /sh/, /ī/, /n/, /ē/ (shiny)
- /b/, /oi/, /l/, /d/ (boiled)

Now tell the students that you are going to blend the sounds using your inner voice.

Start with the word stop.

Say out loud: /s/, /t/, /o/, /p/ (as single sounds)

Now say "I'm going to run them together in my head to make a word".

Repeat the single sounds: /s/, /t/, /o/, /p/

Pause to blend.

Say out loud "I said the word stop in my head. I hope you said it too."

Repeat with the following words:

- •/c/, /r/, /a/, /b/ (crab)
- •/d/, /r/, /ē/, /m/ (dream)
- •/p/, /l/, /u/, /g/ (plug)

Slide 12: Phonemic Awareness: We do

Joining Blocks: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you that you need some help blending more words together.

Give each student four joining bricks to represent the four sounds, spread the blocks out a short distance from each other.

Support students to repeat the single sounds, either out loud or in their heads. Ask them to run the sounds together and blend them to say the word, while pushing the blocks together. Help them with moving and joining the blocks if needed.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 12: Phonemic Awareness: We do: Continued

Start with the word swim.

Say the four sounds /s/, /w/, /i/, /m/ (swim)

Ask the students to blend these sounds together, out loud or in their head.

Verbal students with clear speech would say:

- /s/, /w/, /i/, /m/
- ssssswwwwwiiimmm
- swim

If the student uses AAC or their speech is difficult/unclear, say "I said the word swim in my head. I hope you said it too."

Push the four bricks together as you do this to reinforce the sound blending

Repeat with the following words:

/b/, /r/, /i/, /j/ (bridge)

/k/, /l/, /i/, /p/ (clip)

Check that students can blend the sounds and give feedback and further examples as needed.

Slide 13: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is m making the /m/ sound.

Slide 14: m says /m/: I do

Say:

- today we are learning the letter m
- the sound that m makes is /m/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound m says /m/.

Slide 15: m says /m/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter m says /m/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /m/: moon, mouse, fish.

Say "moon. I can hear /m/ at the beginning. Yes - it begins with /m/"

Say "mouse. I can hear /m/ at the beginning. Yes - it begins with /m/"

Say "fish. I can't hear /m/ at the beginning. No - it doesn't begin with /m/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /m/: milk, jumper, mouth.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /m/?"

Students answer with yes or no.

Repeat for the other two words.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "T-i-m. Tim"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "m-a-n. man"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "a-m. am"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "S-a-m. Sam". Say "I hope you said the word Sam, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "m-a-t. mat". Say "I hope you said the word mat, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "m-a-p. Map". Say "I hope you said the word map, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: man.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 24: Writing Words: I do: Continued

Demonstrate:

- saying the word aloud (man)
- segmenting individual sounds, putting the relevant letters together as you do so (m-a-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: man and map.

Demonstrate:

- saying the word aloud (map)
- segmenting individual sounds, putting the relevant letters together as you do so (m-a-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: man, map and mat.

Demonstrate:

- saying the word aloud (mat)
- segmenting individual sounds, putting the relevant letters together as you do so (m-a-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: map.

Have the 7 letters we have introduced so far ready to be used: s a t p i n m. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: map, mat

Have the 7 letters we have introduced so far ready to be used: s a t p i n m. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: map, mat, man

Have the 7 letters we have introduced so far ready to be used: s a t p i n m. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently (the is)
- emphasise sounding out and blending to read the other words, in particular the words with m.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently (a)
- sound out and blend to read the other words, in particular the words with m.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: Tim is a man.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (is), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Pam is at the tip.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

m says /m/ Teacher Notes

Lesson 1, Phase 2

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- choose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "Pam", did you read "am" or did you read "Sam", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: mat, man, map

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence e says /e/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Counters: targeting phoneme blending (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you are going to take four sounds and blend them together to make a word.

Put out four counters to represent the four sounds, spread the counters out a short distance from each other.

Ask them to put out a counter for each sound, spaced out evenly over the whiteboard.

Now ask them to push the counters together to blend the word, getting them to say the word "flute" out loud or in their heads.

Repeat with the following words:

- /f/, /l/, /a/, /g/ (flag)
- /b/, /ē/, /n/, /z/ (beans)
- /p/, /ē/, /p/, /l/ (people)

Provide feedback as needed. If any students have difficulty blending the sounds to say the word, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (pear, truck, motorbike, noodles, anchor, ink).

Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /a/: noodles, anchor or ink.
- Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /t/, /p/, /i/, /n/, /m/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: l says /l/, n says /n/, a says /a/, p says /p/, m says /m/ and t says /t/

Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 4: l says /i/, n says /n/, a says /a/, p says /p/, m says /m/ and t says /t/

Review: You do: Continued

Give each student access to six letters – i, n, a, p, m and t. Now make the sound /i/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /n/, /a/, /p/, /m/ and /t/.

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters a, t, p, i, n, m review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /a/, /t/, /p/, /i/, /n/, /m/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /m/, /a/, /p/, map.

If you have students who cannot read the word out loud, point to the first word and say "is this man?". Students indicate yes or no.

Point to the second word and say "is this pit?". Students indicate yes or no.

Point to the third word and say "is this sit?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: pin, mat, ant.

Have the 7 letters we have introduced so far ready to be used: s a t p i n m. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "The pin is in the map. I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 9: Writing a sentence: You do

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help them with spelling
- leave spaces between words

Tell students the sentence they are going to write is: I am in the pit.

Then ask students to write the sentences using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed: If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Counters: Targeting Phoneme Blending (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you are going to take four sounds and blend them together to make a word.

Put out four counters to represent the four sounds, spread the counters out a short distance from each other.

Start with the word drop. Say:

- /d/, /r/, /o/, /p/ (as single sounds)
- drrrop (running the sounds together)
- drop

Push the four counters together as you do this to reinforce the sound blending

Repeat with the following sounds:

- /s/, /m/, /oo/, /th/ (smooth)
- /g/, /r/, /i/, /l/ (grill)
- /j/, /u/, /ng/, /k/ (junk)

Now tell the students that you are going to blend the sounds using your inner voice.

Start with the word blush.

Say out loud: /b/, /l/, /u/, /sh/ (as single sounds)

Now say "I'm going to run them together in my head to make a word".

Repeat the single sounds /b/, /l/, /u/, /sh/

Pause to blend.

Say out loud "I said the word blush in my head. I hope you said it too."

Repeat with the following words:

- /m/, /i/, /s/, /t/ (mist)
- /f/, /r/, /o/, /g/ (frog)
- /l/, /u/, /n/, /ch/ (lunch)

Slide 12: Phonemic Awareness: We do

Joining Blocks: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you that you need some help blending more words together.

Give each student four counters to represent the four sounds, spread the counters out a short distance from each other.

Support students to repeat the single sounds, either out loud or in their heads. Ask them to run the sounds together and blend them to say the word, while pushing the counters together. Help them with moving and joining the counters if needed.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 12: Phonemic Awareness: We do: Continued

Start with the word melt.

Say the four sounds /m/, /e/, /l/, /t/ (melt)

Ask the students to blend these sounds together, out loud or in their head.

Verbal students with clear speech would say:

- m/, /e/, /l/, /t/
- mmmeeeelt
- melt

If the student uses AAC or their speech is difficult/unclear, say "I said the word melt in my head. I hope you said it too."

Push the four counters together as you do this to reinforce the sound blending

Repeat with the following words:

/p/, /ā/, /n/, /t/ (paint)

/d/, /a/, /n/, /s/ (dance)

Check that students can blend the sounds and give feedback and further examples as needed.

Slide 13: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is e making the /e/ sound.

Slide 14: e says /e/: I do

Say:

- today we are learning the letter e
- the sound that e makes is /e/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound e says /e/.

Slide 15: m says /m/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter e says /e/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /e/: exit, pig, everyone.

Say "exit. I can hear /e/ at the beginning. Yes - it begins with /e/"

Say "pig. I can't hear /e/ at the beginning. No - it doesn't begin with /e/"

Say "everyone. I can hear /e/ at the beginning. Yes - it begins with /e/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /e/: cake, egg, exercise.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /e/?"

Students answer with yes or no.

Repeat for the other two words.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "s-e-t. set"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "m-e-t. met"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "m-e-n. men"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "t-e-n. Ten". Say "I hope you said the word ten, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "p-e-t. pet". Say "I hope you said the word pet, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "p-e-n. Pen". Say "I hope you said the word pen, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: net.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 24: Writing Words: I do: Continued

Demonstrate:

- - saying the word aloud (net)
- - segmenting individual sounds, putting the relevant letters together as you do so (n-e-t)
- - re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: net and met.

Demonstrate:

- saying the word aloud (met)
- segmenting individual sounds, putting the relevant letters together as you do so (m-e-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: net, met and ten.

Demonstrate:

- saying the word aloud (ten)
- segmenting individual sounds, putting the relevant letters together as you do so (t-e-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: pen.

Have the 8 letters we have introduced so far ready to be used: s a t p i n m e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pen, men

Have the 8 letters we have introduced so far ready to be used: s a t p i n m e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pen, men, pet

Have the 8 letters we have introduced so far ready to be used: s a t p i n m e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with e.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently (a)
- sound out and blend to read the other words, in particular the words with e.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: The pet is in a net.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (is), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The pet is ten.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

e says /e/ Teacher Notes

Lesson 2, Phase 2

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- choose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "pet", did you read "set" or did you read "men", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: ten, pen, met

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence h says /h/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Clapping: targeting phoneme blending (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Give students the sounds for the word flop: /f/, /l/, /o/, /p/.

Students then say:

- /f/, /l/, /o/, /p/ (out loud or in their heads, clapping as they run through each sound)
- ffffflllllop (clapping faster as they run through each sound)
- flop

Repeat with the following words:

- /s/, /n/, /u/, /g/ (snug)
- /f/, /r/, /ow/, /n/ (frown)
- /s/, /p/, /r/, /ā/ (spray)

Provide feedback as needed. If any students have difficulty blending the sounds to say the word, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (parrot, egg, monkey, in, teapot, nurse). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /t/: in, teapot or monkey.
- Which one starts with /t/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /p/, /i/, /n/, /m/, /e/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: e says /e/, p says /p/, i says /i/, n says /n/, m says /m/ and t says /t/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – e, p, i, n, m and t. Now make the sound /i/ and ask the students to show you which letter makes that sound.

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 4: l says /l/, n says /n/, a says /a/, p says /p/, m says /m/ and t says /t/

Review: You do: Continued

Repeat this process with the sounds /t/, /n/, /m/, /e/ and /p/.

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters t, p, i, n, m, e review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /t/, /p/, /i/, /n/, /m/, /e/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /t/, /i/, /n/, tin. If you have students who cannot read the word out loud, point to the first word and say "is this tin?". Students indicate yes or no.

Point to the second word and say "is this pit?". Students indicate yes or no.

Point to the third word and say "is this men?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: nip, pen, ten.

Have the 8 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "My pen is in a tin". I hope you all read that too.

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help them with spelling
- leave spaces between words

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 9: Writing a sentence: You do: Continued

Tell students the sentence they are going to write is: The pen is in the tip.

Then ask students to write the sentences using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed: If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Blend and Counters: Targeting Phoneme Blending (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words: creek, shelf, point.

Put out four counters to represent the four sounds, spread the counters out a short distance from each other.

Start with the word creek. Say:

- /k/, /r/, /ē/, /k/ (as single sounds)
- krrreeek (running the sounds together)
- creek

Push the four counters together as you do this to reinforce the sound blending

Repeat with the following sounds:

- /sh/, /e/, /l/, /f/ (shelf)
- /p/, /oi/, /n/, /t/ (point)

Now tell the students that you are going to blend the sounds using your inner voice.

Start with the word mist.

Say out loud: /m/, /i/, /s/, /t/ (as single sounds)

Now say "I'm going to run them together in my head to make a word".

Repeat the single sounds /m/, /i/, /s/, /t/

Pause to blend.

Say out loud "I said the word mist in my head. I hope you said it too."

Repeat with the following words:

- /b/, /r/, /ai/, /n/ (brain)
- /d/, /r/, /i/, /v/ (drive)

Slide 12: Phonemic Awareness: We do

Blend and Counters: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you that you need some help blending more words together.

Give each student four counters to represent the four sounds, spread the counters out a short distance from each other.

Support students to repeat the single sounds, either out loud or in their heads. Ask them to run the sounds together and blend them to say the word, while pushing the counters together. Help them with moving and joining the counters if needed.

Start with the word milk.

Say the four sounds

- /m/, /i/, /l/, /k/ (milk)

Ask the student to blend these sounds together, out loud or in their head.

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 12: Phonemic Awareness: We do: Continued

Verbal students with clear speech would say:

- m/, /i/, /l/, /k/
- mmmiiiiilk
- milk

If the student uses AAC or their speech is difficult/unclear, say "I said the word melt in my head. I hope you said it too."

Push the four counters together as you do this to reinforce the sound blending

Repeat with the following words:

/f/, /o/, /k/, /s/ (fox)

/g/, /i/, /f/, /t/ (gift)

Check that students can blend the sounds and give feedback and further examples as needed.

Slide 13: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is h making the /h/ sound.

Slide 14: h says /h/: I do

Say:

- today we are learning the letter h
- the sound that h makes is /h/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound h says /h/.

Slide 15: h says /h/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter h says /h/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /h/: heart, hair, egg.

Say "heart. I can hear /h/ at the beginning. Yes - it begins with /h/"

Say "hair. I can hear /h/ at the beginning. Yes - it begins with /h/"

Say "egg. I can't hear /h/ at the beginning. No - it doesn't begin with /h/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /h/: horse, cat, house.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /h/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "h-a-m. ham"

Let students know that you can read this word out loud or in your head.

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "h-i-p. hip"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "h-e-n. hen"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "h-i-m. him". Say "I hope you said the word him, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "h-e-m. hem". Say "I hope you said the word hem, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "h-a-t. hat". Say "I hope you said the word hat, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: ham.

Have the 9 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (ham)
- segmenting individual sounds, putting the relevant letters together as you do so (h-a-m)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: ham and hem.

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 25: Writing Words: I do: Continued

Have the 9 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (hem)
- segmenting individual sounds, putting the relevant letters together as you do so (h-e-m)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: ham, hem and hip.

Have the 9 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (hip)
- segmenting individual sounds, putting the relevant letters together as you do so (h-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: hat.

Have the 8 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: hat, hen

Have the 9 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: hat, hen, hit

Have the 9 letters we have introduced so far ready to be used: s a t p i n m e h. (It might be easiest to have these as magnetic letters and use a whiteboard)

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 29: Writing Words: We do: Continued

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with h.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently (a)
- sound out and blend to read the other words, in particular the words with h.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: The ham is in my hat.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (is), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: I hit my hip.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

h says /h/ Teacher Notes

Lesson 3, Phase 2

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- choose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "hem", did you read "hen" or did you read "hit", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: hem, hen, hit

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence e says /e/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Counters: targeting phoneme blending (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words: glass, skirt, flag.

Say out loud to students the single sounds from the list below. Tell them to close their eyes and:

- say the single sounds while imagining the four dots on the slide
- blend the sounds to say the word
- Prompt students to open their eyes and point to the picture that matches the word.

If students are unable to point to the picture then do partner assisted scanning to check which picture.

Use the following sounds:

/g/, /l/, /ar/, /s/ (glass)

/s/, /k/, /ir/, /t/ (skirt)

/f/, /l/, /a/, /g/ (flag)

Provide feedback as needed. If any students have difficulty blending the sounds, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (moose, hand, nuts, elephant, puzzle, igloo). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /n/: moose, hand or nuts.
- Which one starts with /n/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /p/, /i/, /m/, /e/, /h/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: h says /h/, e says /e/, n says /n/, p says /p/, i says /i/ and m says /m/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 4: l says /l/, n says /n/, a says /a/, p says /p/, m says /m/ and t says /t/

Review: You do: Continued

Give each student access to six letters – h, e, n, p, i and m. Now make the sound /e/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /h/, /n/, /p/, /i/ and /m/.

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters p, i, n, m, e, h review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /a/, /t/, /p/, /i/, /n/, /m/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /p/, /e/, /n/, pen.

If you have students who cannot read the word out loud, point to the first word and say "is this pen?". Students indicate yes or no.

Point to the second word and say "is this hit?". Students indicate yes or no.

Point to the third word and say "is this men?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: pin, hen, hem.

Have the 10 letters we have introduced so far ready to be used: s a t p i n m e h r. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "The pin is in my hem." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 9: Writing a sentence: You do

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help them with spelling
- leave spaces between words

Tell students the sentence they are going to write is: My hen is in a pen.

Then ask students to write the sentences using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed: If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Break it Up: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words to be segmented: nest, scarf, fence.

Demonstrate to students stretching and segmenting the sounds in the words represented by the pictures.

For example, for the first picture, say:

- nest
- nnnnesssst
- /n/, /e/, /s/, /t/.

Using a stretching action and counting the final sounds on your fingers can reinforce the process for students.

Repeat with the other words.

Slide 12: Phonemic Awareness: We do

Break it Up: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words to be segmented: tent, grape, vest.

For each word, support students to:

- say the word
- stretch the sounds
- say the single sounds.

Using a stretching action and counting the final sounds on their fingers can reinforce the process for students.

If the student uses AAC or their speech is difficult/unclear, say "I said the word tent in my head. I hope you said it too." Repeat with the second and third pictures.

Check that students can blend the sounds and provide feedback and further examples as needed.

Slide 13: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is r making the /r/ sound.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 14: r says /r/: I do

Say:

- today we are learning the letter r
- the sound that r makes is /r/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound r says /r/.

Slide 15: r says /r/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter r says /r/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /r/: road, rabbit, nest.

Say "road. I can hear /r/ at the beginning. Yes - it begins with /r/."

Say "rabbit. I can hear /r/ at the beginning. Yes - it begins with /r/."

Say "nest. I can't hear /r/ at the beginning. No - it doesn't begin with /r/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /r/: rain, pear, rope.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /r/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "r-a-t. rat"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "r-i-m. rim"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "r-a-p. rap"

Let students know that you can read this word out loud or in your head.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "r-a-n. ran". Say "I hope you said the word ran, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "r-i-p. rip". Say "I hope you said the word rip, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "r-a-m. ram". Say "I hope you said the word ram, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: ran.

Demonstrate:

- saying the word aloud (ran)
- segmenting individual sounds, putting the relevant letters together as you do so (r-a-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: ran and rat.

Demonstrate:

- saying the word aloud (rat)
- segmenting individual sounds, putting the relevant letters together as you do so (r-a-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: ran, rat and rip.

Demonstrate:

- saying the word aloud (rip)
- segmenting individual sounds, putting the relevant letters together as you do so (r-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: rat.

Have the 10 letters we have introduced so far ready to be used: s a t p i n m e h r. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: rat, ram

Have the 10 letters we have introduced so far ready to be used: s a t p i n m e h r. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: rat, ram, rim

Have the 10 letters we have introduced so far ready to be used: s a t p i n m e h r. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- draw students' attention to 't-o' spells 'to'
- emphasise sounding out and blending to read the other words, in particular the words with r

Demonstrate re-reading the sentence with fluency.

r says /r/ Teacher Notes

Lesson 4, Phase 2

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with r.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: The ram and the rat ran.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (is), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The rat ran to the rim.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- choose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "rim", did you read "rap" or did you read "rat", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: rip, ran, ram

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence d says /d/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Break it Up: targeting phoneme segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The pictures on the slide represent the words to be segmented: desk, sweep, throne.

Using a stretching action and counting the final sounds on fingers can reinforce the process for students.

Ask students to segment the first word, out loud or in their head. Then say "I heard /d/, /e/, /s/, /k/. I hope you heard that too."

Ask students to segment the second word, out loud or in their head. Then say "I heard /s/, /w/, /ee/, /p/. I hope you heard that too."

Ask students to segment the third word, out loud or in their head. Then say "I heard /th/, /r/, /o/, /n/. I hope you heard that too."

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, bend, bennnnd, /b/, /e/, /n/, /d/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (nest, exit, hat, rainbow, mouse, ink). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /n/: nest, exit or hat.
- Which one starts with /n/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /i/, /e/, /m/, /h/, /r/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: d says /d/, n says /n/, e says /e/, m says /m/, i says /i/ and h says /h/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to six letters – r, n, e, m, i and h. Now make the sound /i/ and ask the students to show you which letter makes that sound.

Repeat the process once or twice more according to student need.

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 4: d says /d/, n says /n/, e says /e/, m says /m/, i says /i/ and h says /h/

Review: You do: Continued

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters i, n, m, e, h, r review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /i/, /n/, /m/, /e/, /h/, /r/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /r/, /i/, /m/, rim.

If you have students who cannot read the word out loud, point to the first word and say "is this rim?". Students indicate yes or no.

Point to the second word and say "is this her?". Students indicate yes or no.

Point to the third word and say "is this hen?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: hen, hem, rim.

Have the 6 letters the students need: h e n m r i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "My rat is in the hem." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help them with spelling
- leave spaces between words

Tell students the sentence they are going to write is: The hen ran to him.

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 9: Writing a sentence: You do: Continued

Then ask students to write the sentences using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed: If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Count the Sounds: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you would like their help to check that the rest of the words on your list all have four sounds.

For each word, model to students:

- say the word
- stretch the sounds
- say the separate sounds, raising a finger for each
- display their four fingers to show that the word has four sounds.

Using a stretching action can help reinforce the process for students.

Use the following words:

- lift (/l/, /i/, /f/, /t/)
- spice (/s/, /p/, /ī/, /s/)
- count (/k/, /ou/, /n/, /t/)

Check that students can segment the sounds and provide corrective feedback and further examples as needed.

Slide 12: Phonemic Awareness: We do

Count the Sounds: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For each word, support students to:

- say the word
- stretch the sounds
- say the separate sounds, raising a finger for each
- display their four fingers to show that the word has four sounds.

Using a stretching action can help reinforce the process for students.

Use the following words:

- tent (/t/, /e/, /n/, /t/)
- grape (/g/, /r/, /a/, /p/)
- vest (/v/, /e/, /s/, /t/)

Check that students can segment the sounds and provide feedback and further examples as needed.

Slide 13: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is d making the /d/ sound.

Slide 14: d says /d/: I do

Say:

- today we are learning the letter d
- the sound that d makes is /d/.

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 14: d says /d/: I do

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound d says /d/.

Slide 15: d says /d/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter d says /d/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /d/: donkey, heart, doll.

Say "donkey. I can hear /d/ at the beginning. Yes - it begins with /d/."

Say "heart. I can't hear /d/ at the beginning. No - it doesn't begin with /d/."

Say "doll. I can hear /d/ at the beginning. Yes - it begins with /d/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /d/: dog, star, duck.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /d/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "d-i-d. did"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "r-i-d. rid"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "r-e-d. red"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "d-i-m. dim". Say "I hope you said the word dim, out loud or heard it in your head".

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "d-i-d. did". Say "I hope you said the word did, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "d-a-d. dad". Say "I hope you said the word dad, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: dad.

Demonstrate:

- saying the word aloud (dad)
- segmenting individual sounds, putting the relevant letters together as you do so (d-a-d)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: dad and dam.

Demonstrate:

- saying the word aloud (dam)
- segmenting individual sounds, putting the relevant letters together as you do so (d-a-m)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: dad, dam and hid.

Demonstrate:

- saying the word aloud (hid)
- segmenting individual sounds, putting the relevant letters together as you do so (h-i-d)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: sad.

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 27: Writing Words: We do: Continued

Have the 11 letters we have introduced so far ready to be used: s a t p i n m e h r d. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: sad, dip

Have the 11 letters we have introduced so far ready to be used: s a t p i n m e h r d. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: sad, dip, hid

Have the 11 letters we have introduced so far ready to be used: s a t p i n m e h r d. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- draw students' attention to 't-o' spells 'to'
- emphasise sounding out and blending to read the other words, in particular the words with d

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with r.

Students participate in re-reading the sentence with fluency.

d says /d/ Teacher Notes

Lesson 5, Phase 2

Slide 32: Writing a Sentence: I do

Sentence dictation: Dad is sad.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (is), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Do it dad.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words (do)
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "den", did you read "rid" or did you read "mad", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: dad, sad, hid

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence d says /d/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Count the sounds: targeting phoneme segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you have made a list of words. Each word has four sounds, and you need their help to check it is correct.

For each word, students:

- say the word
- stretch the sounds
- say the separate sounds, raising a finger for each
- display their four fingers to show that the word has four sounds.

Adding a stretching action can help reinforce the process.

The words to use are:

pink (/p/, /i/, /ng/, /k/)

speed (/s/, /p/, /ē/, /d/)

waist (/w/, /ā/, /s/, /t/)

Ask students to segment the first word, out loud or in their head. Then say I heard /p/, /i/, /ng/, /k/. I hope you heard that too.

Ask students to segment the second word, out loud or in their head. Then say I heard /s/, /p/, /ē/, /d/. I hope you heard that too.

Ask students to segment the third word, out loud or in their head. Then say I heard /w/, /ā/, /s/, /t/. I hope you heard that too.

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, bend, bennnnd, /b/, /e/, /n/, /d/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (moon, noodles, egg, horse, ram, doll). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /n/: moon, noodles or egg.
- Which one starts with /n/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /m/, /e/, /h/, /r/, /d/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 4: o says /o/, n says /n/, e says /e/, m says /m/, d says /d/ and h says /h/

Review: You do: Continued

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – r, n, e, m, d and h. Now make the sound /e/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /h/, /d/, /r/, /n/ and /m/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters n, m, e, h, r, d review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /n/, /m/, /e/, /h/, /r/, /d/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /r/, /e/, /d/, red.

If you have students who cannot read the word out loud, point to the first word and say "is this red?". Students indicate yes or no.

Point to the second word and say "is this hem?". Students indicate yes or no.

Point to the third word and say "is this hen?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: men, hem, hen.

Have the 4 letters the students need: m e n h. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "Ned is my red hen." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 9: Writing a sentence: You do: Continued

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The hen is a red hen.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Clap the Sounds: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you will clap the sounds in a word.

Start with the word drum.

Say:

- drum
- drrrrummm (stretching out the sounds).
- Then, clap as you say the single sounds /d/, /r/, /u/, /m/.

Repeat with the following words:

- joint (/j/, /oi/, /n/, /t/)
- wealth (/w/, /e/, /l/, /th/)
- stack (/s/, /t/, /a/, /k/)

If any students have difficulty segmenting the sounds, model the process then support students to try again.

Using a stretching action can help reinforce the process for students.

Slide 12: Phonemic Awareness: We do

Clap the Sounds: Targeting Phoneme Segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Give the students a word from the list below.

For each word, support students to:

- say the word
- stretch the sounds
- clap the single sounds from left to right.

Use the following words:

- crab (/k/, /r/, /a/, /b/)
- spray (/s/, /p/, /r/, /ā/)
- plum (/p/, /l/, /u/, /m/)

Check that students can segment the sounds and provide feedback and further examples as needed.

Using a stretching action and counting the final sounds on their fingers can reinforce the process for students.

Slide 13: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is o making the /o/ sound.

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 14: o says /o/: I do

Say:

- today we are learning the letter o
- the sound that o makes is /o/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound o says /o/.

Slide 15: o says /o/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter o says /o/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /o/: ball, octopus, office.

Say "ball. I can't hear /o/ at the beginning. No - it doesn't begin with /o/."

Say "octopus. I can hear /o/ at the beginning. Yes - it begins with /o/."

Say "office. I can hear /o/ at the beginning. Yes - it begins with /o/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /o/: ox, tree, orange.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /o/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "o-n. on"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "n-o-d. nod"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "r-o-t. rot"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "n-o-t. not". Say "I hope you said the word not, out loud or heard it in your head".

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "h-o-p. hop". Say "I hope you said the word hop, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "r-o-d. rod". Say "I hope you said the word rod, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: pop.

Demonstrate:

- saying the word aloud (pop)
- segmenting individual sounds, putting the relevant letters together as you do so (p-o-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: pop and rod.

Demonstrate:

- saying the word aloud (rod)
- segmenting individual sounds, putting the relevant letters together as you do so (r-o-d)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: pop, rod and dot.

Demonstrate:

- saying the word aloud (dot)
- segmenting individual sounds, putting the relevant letters together as you do so (d-o-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: pot.

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 27: Writing Words: We do: Continued

Have the 12 letters we have introduced so far ready to be used: s a t p i n m e h r d o. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pot, top

Have the 12 letters we have introduced so far ready to be used: s a t p i n m e h r d o. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pot, top, hot

Have the 12 letters we have introduced so far ready to be used: s a t p i n m e h r d o. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with o

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with o.

Students participate in re-reading the sentence with fluency.

o says /o/ Teacher Notes

Lesson 6, Phase 2

Slide 32: Writing a Sentence: I do

Sentence dictation: The pot has a dot.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The pot is hot.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words (has)
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "not", did you read "on" or did you read "pod", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: pop, rod, pot

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence f says /f/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Clap the sounds: targeting phoneme segmenting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students to clap the sounds in word – or make another movement.

For each word, students:

- say the word
- stretch the sounds
- clap the single sounds from left to right

The words to use are:

brush (/b/, /r/, /u/, /sh/)

mist (/m/, /i/, /s/, /t/)

flame (/f/, /l/, /ā/, /m/)

Ask students to segment the first word, out loud or in their head. Then say I heard /b/, /r/, /u/, /sh/. I hope you heard that too.

Ask students to segment the second word, out loud or in their head. Then say I heard /m/, /i/, /s/, /t/. I hope you heard that too.

Ask students to segment the third word, out loud or in their head. Then say I heard /f/, /l/, /ā/, /m/. I hope you heard that too.

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, bend, bennnd, /b/, /e/, /n/, /d/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (drum, exercise, helmet, rocket, monkey, olives). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /m/: rocket, monkey or olives.
- Which one starts with /m/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /e/, /h/, /r/, /d/, /o/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 4: e says /e/, m says /m/, o says /o/, f says /f/, h says /h/ and d says /d/

Review: You do: Continued

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – e, m, o, r, h and d. Now make the sound /o/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /e/, /d/, /r/, /h/ and /m/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters n, m, e, h, r, d review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /m/, /e/, /h/, /r/, /d/, /o/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /r/, /e/, /d/, red.

If you have students who cannot read the word out loud, point to the first word and say "is this red?". Students indicate yes or no.

Point to the second word and say "is this hot?". Students indicate yes or no.

Point to the third word and say "is this men?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: hem, end, rod.

Have the 6 letters the students need: h e m n d r o. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "My hen has a red hat." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 9: Writing a sentence: You do

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: Rod has a red hen.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

How Many Sounds?: Targeting Phoneme Segmenting and Counting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Draw a simple table on your whiteboard and label the columns 2, 3 and 4. Have three magnets ready to use.

Tell students that you will sort a list of words into:

- words with two sounds
- words with three sounds
- words with four sounds.

Start with the word shoe.

- Say 'shoe'.
- Segment the sounds /sh/, /oo/ and raise a finger for each sound as you do.
- Show students your fingers and say: 'Shoe is made up of two sounds.'
- Place a magnet in the column for words with 2 sounds.

Repeat with the following words:

- home (3 sounds)
- twig (4 sounds).

Keep the table up on your board so you can use it again.

Slide 12: Phonemic Awareness: We do

How Many Sounds?: Targeting Phoneme Segmenting and Counting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell the students that they are now going to count some words. Give them each a small whiteboard with the same three columns as your whiteboard and three magnets.

For each word, support students to:

- say the word
- stretch the sounds
- put a magnet under the column on their whiteboard.

Use the following words:

- road (3 sounds)
- bee (2 sounds)
- drum (4 sounds)

Check that students can segment the sounds and provide feedback and further examples as needed.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 13: Learning Intention

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is f making an /f / sound.

Slide 14: f says /f/: I do

Say:

- today we are learning the letter f
- the sound that f makes is /f/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound f says /f/.

Slide 15: f says /f/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter f says /f/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /f/: frog, whale, fox.

Say "frog. I can hear /f/ at the beginning. Yes - it begins with /f/"

Say "whale. I can't hear /f/ at the beginning. No - it doesn't begin with /f/"

Say "fox. I can hear /f/ at the beginning. Yes - it begins with /f/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /f/: rabbit, fish, fire.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /f/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "f-i-n. fin"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "f-a-d. fad"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "f-i-t. fit"

Let students know that you can read this word out loud or in your head.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 21: Reading Words: We do

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Provide as much support as students need.

Give them time to do this, then say "f-e-d. fed". Say "I hope you said the word fed, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "i-f. if". Say "I hope you said the word if, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "f-a-t. fat". Say "I hope you said the word fat, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: fin.

Demonstrate:

- saying the word aloud (fin)
- segmenting individual sounds, putting the relevant letters together as you do so (f-i-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: fin and fan.

Demonstrate:

- saying the word aloud (fan)
- segmenting individual sounds, putting the relevant letters together as you do so (f-a-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: fin, fan and fed.

Demonstrate:

- saying the word aloud (fed)
- segmenting individual sounds, putting the relevant letters together as you do so (f-e-d)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: fed.

Have the 13 letters we have introduced so far ready to be used: s a t p i n m e h r d o f. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: fed, fan

Have the 13 letters we have introduced so far ready to be used: s a t p i n m e h r d o f. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: fed, fan, fin

Have the 13 letters we have introduced so far ready to be used: s a t p i n m e h r d o f. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with f.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with f.

Students participate in re-reading the sentence with fluency.

f says /f/ Teacher Notes

Lesson 1, Phase 3

Slide 32: Writing a Sentence: I do

Sentence dictation: The fan has to fit in.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The hen is fit.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "fad", did you read "fat" or did you read "if", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: fed, fin, fan

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence c says /k/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

How many sounds: targeting phoneme segmenting and counting (up to 4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that they need to count the sounds in each word and put a magnetic counter in the column for three different categories:

- words with two sounds
- words with three sounds
- words with four sounds

For each word, students:

- say the word
- segment the sounds and raise a finger for each sound
- put a magnet in the column for the number of sounds in the word

Use the following words:

- knee (2 sounds)
- plug (4 sounds)
- flight (4 sounds)
- jail (3 sounds)
- ape (2 sounds)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, bend, bennnd, /b/, /e/, /n/, /d/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (exit, hippo, dolphin, ostrich, feet, rose). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /e/: exit, hippo or dolphin.
- Which one starts with /e/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /h/, /r/, /d/, /o/, /f/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 4: f says /f/, c says /k/, o says /o/, h says /h/, e says /e/ and d says /d/

Review: You do: Continued

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – f, r, o, h, e and d. Now make the sound /d/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /f/, /r/, /o/, /h/ and /e/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters n, m, e, h, r, d review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /e/, /h/, /r/, /d/, /o/, /f/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /h/, /a/, /d/, had.

If you have students who cannot read the word out loud, point to the first word and say "is this had?". Students indicate yes or no.

Point to the second word and say "is this rod?". Students indicate yes or no.

Point to the third word and say "is this fit?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: rod, fan, fed.

Have the 7 letters the students need: r o d f a n e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "My rod hit a fin." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: My fat hen ran in.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

4 sounds nod: targeting phoneme segmenting and counting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you will listen carefully to some words and only when you come to a word that has 4 sounds, you will nod.

Start with the word grab.

- Say 'grab'.
- Segment the sounds /g/, /r/, /a/, /b/ and raise a finger for each sound as you do.
- Show students your fingers and say: 'Grab is made up of four sounds, so I will nod.'

Repeat with the following words:

- beach (3 sounds, don't nod)
- far (2 sounds, don't nod)
- busy (4 sounds, nod)

Slide 12: Phonemic Awareness: We do

4 sounds nod: targeting phoneme segmenting and counting (4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell the students to join in with the activity now.

For each word, support students to:

- say the word (out loud or in their heads)
- segment the sounds
- nod their head if the word has four sounds

Use the following words:

- break (4 sounds, nod)
- spice (4 sounds, nod)
- hay (2 sounds, don't nod)
- moth (3 sounds, don't nod)

Check that students can segment the sounds and provide feedback and further examples as needed.

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

Note:

The sound /k/ is unvoiced. The sound is made using breath only.

/k/ is used to represent the like sounds made by 'c', 'k' and 'ck'.

The letter-sound correspondence introduced in this lesson is c making a /k/ sound.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 13: Learning intention

Set learning intention and success criteria

Note:

The sound /k/ is unvoiced. The sound is made using breath only.

/k/ is used to represent the like sounds made by 'c', 'k' and 'ck'.

The letter-sound correspondence introduced in this lesson is c making an /k/ sound.

Slide 14: c says /k/: I do

Note: The sound /k/ is unvoiced. Teachers should model the sound using breath only.

Say:

- today we are learning the letter c
- the sound that c makes is /k/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound f says /f/.

Slide 15: c says /k/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter c says /k/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /k/: castle, elephant, crown.

Say "castle. I can hear /k/ at the beginning. Yes - it begins with /k/."

Say "elephant. I can't hear /k/ at the beginning. No - it doesn't begin with /k/."

Say "crown. I can hear /k/ at the beginning. Yes - it begins with /k/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /k/: cake, tree, car.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /k/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "c-a-p. cap"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "a-c-t. act"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "c-o-t. cot"

Let students know that you can read this word out loud or in your head.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 21: Reading Words: We do

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Provide as much support as students need.

Give them time to do this, then say "c-o-p. cop". Say "I hope you said the word cop, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "c-a-t. cat". Say "I hope you said the word cat, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "c-o-d. cod". Say "I hope you said the word cod, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: cat.

Demonstrate:

- saying the word aloud (cat)
- segmenting individual sounds, putting the relevant letters together as you do so (c-a-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: cat and can.

Demonstrate:

- saying the word aloud (can)
- segmenting individual sounds, putting the relevant letters together as you do so (c-a-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: cat, can and cot.

Demonstrate:

- saying the word aloud (cot)
- segmenting individual sounds, putting the relevant letters together as you do so (c-o-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: cap.

Have the 14 letters we have introduced so far ready to be used: s a t p i n m e h r d o f c. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: cap, cot

Have the 14 letters we have introduced so far ready to be used: s a t p i n m e h r d o f c. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: cap, cot, cat

Have the 14 letters we have introduced so far ready to be used: s a t p i n m e h r d o f c. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with c.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with c.

Students participate in re-reading the sentence with fluency.

c says /k/ Teacher Notes

Lesson 2, Phase 3

Slide 32: Writing a Sentence: I do

Sentence dictation: My cat is in the cot.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Cam has a cap.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "cap", did you read "con" or did you read "cod", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: can, cot, cat

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence b says /b/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

4 sounds nod: targeting phoneme segmenting and counting (up to 4 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For each word, students should:

- say the word
- segment the sounds and count how many sounds are in the word
- nod if the word is made up of 4 sounds.

Use the following words:

pie (2 sounds, don't nod)

use (2 sounds, don't nod)

crane (4 sounds, nod)

free (3 sounds, don't nod)

slime (4 sounds, nod)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, bend, bennnnd, /b/, /e/, /n/, /d/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (helicopter, ox, card, flower, robot, dog). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /h/: helicopter, ox or card.
- Which one starts with /h/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /r/, /d/, /o/, /f/, /k/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: c says /k/, o says /o/, r says /r/, d says /d/, f says /f/ and h says /h/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – c, o, r, d, f and h. Now make the sound /h/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /r/, /o/, /k/, /f/ and /d/.

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 4: c says /k/, o says /o/, r says /r/, d says /d/, f says /f/ and h says /h/

Review: You do: continued

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters h, r, d, o, f, c review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /h/, /r/, /d/, /o/, /f/, /k/ (for c)

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /c/, /o/, /d/, cod.

If you have students who cannot read the word out loud, point to the first word and say "is this can?". Students indicate yes or no.

Point to the second word and say "is this fed?". Students indicate yes or no.

Point to the third word and say "is this had?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: cot, rod, fed.

Have the 7 letters the students need: c o t r d f e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "My dad had a cod on a rod." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: My cap did not fit.

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 9: Writing a sentence: You do: continued

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Second sound inspector: targeting phoneme isolation of the second sound in words beginning with adjacent consonants.

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For this activity, students need to understand the concept of the ordinal word 'second'.

Have a whiteboard with the following letters: l, r, m, t.

Tell students that you will be a second sound inspector so you will be looking for the second sound in each word. You could say: The second sound comes after the first sound.

Start with the word flip.

- Say 'flip'.
- Segment the sounds /f/, /l/, /i/, /p/
- Say: 'I'm looking for the second sound'.
- Say the single sounds again, emphasising and elongating /l/.
- Hold up the letter l and say "l is the second sound in flip"

Repeat with the following words:

- crash (/r/)
- smoke (/m/)
- sting (/t/)

Slide 12: Phonemic Awareness: We do

Second sound inspector: targeting phoneme isolation of the second sound in words beginning with adjacent consonants

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For this activity, students need to understand the concept of the ordinal word 'second'.

Ask students to be second sound inspectors and help you find the second sounds in the next list of words.

Provide each student and yourself with a small whiteboard with the letters n, r, t, l.

For each word, support students to:

- say the word
- segment the sounds
- hold up the letter that represents the second sound when you say "The second sound is..."

Use the following words:

- snack (/n/)
- brave (/r/)
- stick (/t/)
- glove (/l/)

Check that students can segment the sounds and provide feedback and further examples as needed.

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is b making a /b/ sound.

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 14: b says /b/: I do

Say:

- today we are learning the letter b
- the sound that b makes is /b/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound b says /b/.

Slide 15: b says /b/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter b says /b/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /b/: banana, house, balloon.

Say "banana. I can hear /b/ at the beginning. Yes - it begins with /b/."

Say "house. I can't hear /b/ at the beginning. No - it doesn't begin with /b/."

Say "balloon. I can hear /b/ at the beginning. Yes - it begins with /b/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /b/: fish, bus, bird.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /b/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "b-i-t. bit"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "b-o-p. bop"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "b-a-d. bad"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Provide as much support as students need.

Give them time to do this, then say "b-e-t. bet". Say "I hope you said the word bet, out loud or heard it in your head".

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "b-a-n. ban". Say "I hope you said the word ban, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "b-i-d. bid". Say "I hope you said the word bid, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: bib.

Demonstrate:

- saying the word aloud (bib)
- segmenting individual sounds, putting the relevant letters together as you do so (b-i-b)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: bib and cob.

Demonstrate:

- saying the word aloud (cob)
- segmenting individual sounds, putting the relevant letters together as you do so (c-o-b)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: bib, cob and bop.

Demonstrate:

- saying the word aloud (bop)
- segmenting individual sounds, putting the relevant letters together as you do so (b-o-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: bed.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: bed, bat

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: bed, bat, bin

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with b.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with b.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: He has a bed and a bin.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

b says /b/ Teacher Notes

Lesson 3, Phase 3

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: He has a fab bat.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "ban", did you read "rib" or did you read "bad", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: bib, cob, bed

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence g says /g/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Second sound inspector: targeting phoneme isolation of the second sound in words beginning with adjacent consonants

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For each word, students should:

- say the word
- segment the sounds and find the second sound in the word
- hold up the letter that represents the second sound

Provide students with the following words:

- spin (/p/)
- grip (/r/)
- flag (/l/)
- smile (/m/)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, black, blllack, oh I can here the second sound is /l/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (duck, office, frog, candle, rainbow, bear). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /r/: candle, rainbow or bear.
- Which one starts with /r/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /d/, /o/, /f/, /k/, /b/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: b says /b/, r says /r/, c says /k/, o says /o/, f says /f/ and d says /d/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – b, r, c, o, f and d. Now make the sound /f/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /k/, /o/, /d/, /b/ and /r/.

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 4: b says /b/, r says /r/, c says /k/, o says /o/, f says /f/ and d says /d/

Review: You do: continued

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters r, d, o, f, c, b review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /r/, /d/, /o/, /f/, /k/ (for c), /b/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /c/, /a/, /n/, can.

If you have students who cannot read the word out loud, point to the first word and say "is this can?". Students indicate yes or no.

Point to the second word and say "is this fob?". Students indicate yes or no.

Point to the third word and say "is this red". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: cob, rod, rib.

Have the 6 letters the students need: c o b r d i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "He fed the cob to my hen." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The hen bit my cob.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 9: Writing a sentence: You do: continued

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Stomp the second sound: targeting phoneme isolation of the second sound in words beginning with adjacent consonants

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For this activity, students need to understand the concept of the ordinal word 'second'.

Have a whiteboard with the following letters: r, l, w.

Tell students that you will be listening for the second sound in each word. You could say: The second sound comes after the first sound.

Start with the word crash.

- Say 'crash'.
- Segment the sounds /c/, /r/, /a/, /sh/
- Say "I'm looking for the second sound"
- Say the single sounds again, emphasising and elongating /r/.
- Hold up the letter r and say "r is the second sound in crash"

Repeat with the following words:

- glue (/l/)
- trick (/r/)
- swim (/w/)

Slide 12: Phonemic Awareness: We do

Stomp the second sound: targeting phoneme isolation of the second sound in words beginning with adjacent consonants

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For this activity, students need to understand the concept of the ordinal word 'second'.

Provide each student and yourself with a small whiteboard with the letters n, p, w, r. Let them know that it is their turn to listen for and identify the second sound in words..

For each word, support students to:

- say the word
- segment the sounds
- hold up the letter that represents the second sound when you say "The second sound is..."

Use the following words:

snip (/n/)
spot (/p/)
twin (/w/)
free (/r/)

Check that students can segment the sounds and provide feedback and further examples as needed.

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is g making a /g/ sound.

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 14: g says /g/: I do

Say:

- today we are learning the letter g
- the sound that g makes is /g/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound g says /g/.

Slide 15: g says /g/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter g says /g/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /g/: goat, gate, tin.

Say "goat. I can hear /g/ at the beginning. Yes - it begins with /g/."

Say "gate. I can hear /g/ at the beginning. Yes - it begins with /g/."

Say "can. I can't hear /g/ at the beginning. No - it doesn't begin with /g/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /g/: car, gloves, guitar.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /g/?" .

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "g-o-t. got"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "g-i-g. gig"

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "t-a-g. tag"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Provide as much support as students need.

Give them time to do this, then say "g-e-t. get". Say "I hope you said the word get, out loud or heard it in your head".

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "b-i-g. big". Say "I hope you said the word big, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "f-o-g. fog". Say "I hope you said the word fog, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: peg.

Demonstrate:

- saying the word aloud (peg)
- segmenting individual sounds, putting the relevant letters together as you do so (p-e-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: peg and dig.

Demonstrate:

- saying the word aloud (dig)
- segmenting individual sounds, putting the relevant letters together as you do so (d-i-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: peg, dig and rag.

Demonstrate:

- saying the word aloud (rag)
- segmenting individual sounds, putting the relevant letters together as you do so (r-a-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: dog.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: dog, bag

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: dog, bag, pig

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with g.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with g.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: The pig is big.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

g says /g/ Teacher Notes

Lesson 4, Phase 3

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Meg got me a dog.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "hog", did you read "beg" or did you read "gig", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: peg, rag, dog

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

I says /I/ Teacher Notes

Lesson 5, Phase 3

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence I says /I/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Stomp the second sound: targeting phoneme isolation of the second sound in words beginning with adjacent consonants

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

For this activity, students need to understand the concept of the ordinal word 'second'.

Ask students to be second sound inspectors and find the second sounds in the list of words you give them.

Give each student a small whiteboard and the letters l, w, m

For each word, students should:

- say the word
- segment the sounds and find the second sound in the word
- hold up the letter that represents the second sound when you say "the second sound is..."

Use the following words:

- glide (/I/)
- swap (/w/)
- snap (/n/)
- fling (/I/)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, black, blIack, oh I can here the second sound is /I/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (donkey, grapes, orange, cake, fox, baby). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /d/: donkey, grapes or orange.
- Which one starts with /d/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /o/, /f/, /k/, /b/, /g/, , alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

I says /I/ Teacher Notes

Lesson 5, Phase 3

Slide 4: o says /o/, c says /k/, g says /g/, d says /d/, b says /b/ and f says /f/

Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – o, c, g, d, b and f. Now make the sound /b/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /f/, /o/, /d/, /k/ and /g/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters d, o, f, c, b, g review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /d/, /o/, /f/, /k/ (for c), /b/, /g/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /b/, /i/, /d/, bid.

If you have students who cannot read the word out loud, point to the first word and say "is this bin?". Students indicate yes or no.

Point to the second word and say "is this fog?". Students indicate yes or no.

Point to the third word and say "is this can". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: dog, cob, cog.

Have the 5 letters the students need : d o g c b. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "The cat is in a bad fog." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

I says /I/ Teacher Notes

Lesson 5, Phase 3

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: He has a big cot.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Don't say the first sound: targeting phoneme deletion of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to try saying some words without the first sound today. Remind them that you can say words out loud or in your head.

Start with the word fig.

- Say 'fig'.
- Segment the sounds /f/, /i/, /g/
- Say "The first sound is /f/"
- If I say "fig" but without the /f/, I have "ig"
- "fig, ig"

As you say the last line, write the word on your whiteboard and then rub off the first sound as a visual representation

Repeat with the following words:

- ship (/ip/)
- pan (/an/)
- fun (/un/)

Now repeat the task – but model going through the steps above with your inner voice, finishing by writing the word and deleting the first sound on the whiteboard.

Use the following words:

- shake (ake)
- pack (ack)
- tin (in)

Slide 12: Phonemic Awareness: We do

Don't say the first sound: targeting phoneme deletion of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Ask students to join in now.

For each word, support students to:

- say the word, out loud or in their heads
- segment the sounds in the word, again out loud or in their head
- isolate the first sound
- say the word without the first sound

As students finish deleting the consonant from the word, follow up by writing the word on your whiteboard and then rub off the first sound as a visual representation

I says /I/ Teacher Notes

Lesson 5, Phase 3

Slide 12: Phonemic Awareness: We do: continued

Use the following words:

zip (/ip/)

rag (/ag/)

gym (/im/)

wet (/et/)

Check that students can delete the first sound and say the part of the word that is left, out loud or in their heads. Give feedback and further examples as needed.

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is I making a /I/ sound.

Slide 14: I says /I/: I do

Say:

- today we are learning the letter I
- the sound that I makes is /I/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound I says /I/.

Slide 15: I says /I/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter I says /I/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /I/: duck, lion, lollipop.

Say "duck. I can't hear /I/ at the beginning. No - it doesn't begin with /I/"

Say "lion. I can hear /I/ at the beginning. Yes - it begins with /I/"

Say "lollipop. I can hear /I/ at the beginning. Yes - it begins with /I/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /I/: lizard, cat, leaf.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /I/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "I-a-p. lap"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "I-e-t. let"

Let students know that you can read this word out loud or in your head.

I says /I/ Teacher Notes

Lesson 5, Phase 3

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "l-a-g. lag"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Provide as much support as students need.

Give them time to do this, then say "l-o-g. log". Say "I hope you said the word log, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "l-e-d. led". Say "I hope you said the word led, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "l-a-d. lad". Say "I hope you said the word lad, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: leg.

Demonstrate:

- saying the word aloud (leg)
- segmenting individual sounds, putting the relevant letters together as you do so (l-e-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: leg and lit.

Demonstrate:

- saying the word aloud (lit)
- segmenting individual sounds, putting the relevant letters together as you do so (l-i-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

I says /l/ Teacher Notes

Lesson 5, Phase 3

Slide 26: Writing Words: I do

The images represent the words to be made: leg, lit and lip.

Demonstrate:

- saying the word aloud (lip)
- segmenting individual sounds, putting the relevant letters together as you do so (l-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: log.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: log, lid

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: log, lid, lab

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with l.

Demonstrate re-reading the sentence with fluency.

I says /l/ Teacher Notes

Lesson 5, Phase 3

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with l.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: He led the lad in.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Sal lit the log.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "log", did you read "lot" or did you read "let", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read?" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: leg, lip, log

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence u says /u/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Don't say the first sound: targeting phonemic deletion of beginning sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Ask students to say some words, out loud or in their heads, without the first sound.

For each word, students should:

- say the word
- segment the sounds
- isolate the first sound
- say the word without the first sound, out loud or in their head

Use the following words:

- pin (/in/)
- yes (/es/)
- gap (/ap/)
- that (/at/)

Provide feedback as needed. If any students have difficulty deleting the first sound, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (fire, lock, octopus, gorilla, balloon, crown). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /o/: fire, lock or octopus.
- Which one starts with /o/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /f/, /k/, /b/, /g/, /l/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: o says /o/, c says /k/, g says /g/, d says /d/, b says /b/ and f says /f/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters - c, b, f, l, o and g. Now make the sound /f/ and ask the students to show you which letter makes that sound.

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 4: o says /o/, c says /k/, g says /g/, d says /d/, b says /b/ and f says /f/

Review: You do: continued

Repeat this process with the sounds /l/, /o/, /k/, /b/ and /g/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters o, f, c, b, g, l review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /o/, /f/, /k/ (for c), /b/, /g/, /l/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /c/, /o/, /b/, cob.

If you have students who cannot read the word out loud, point to the first word and say "is this cob?". Students indicate yes or no.

Point to the second word and say "is this lag?". Students indicate yes or no.

Point to the third word and say "is this fob". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: leg, bag, log.

Have the 7 letters the students need : c o b l a g f. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "He let the cat up on his leg." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The can was on a log.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Don't say the first sound: targeting phoneme deletion of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to try saying some words without the last sound. Remind them that you can say words out loud or in your head.

Start with the word pine.

Say:

- pine, /p/, /ī/, /n/ .
- The last sound is /n/.
- If I say 'pine' but without the /n/ I have 'pie'.
- pine, 'pie'.

As you say the last line, write the word on your whiteboard and then rub off the last sound as a visual representation.

Repeat with the following words:

- mode (with last sound deleted: mow)
- rude (with last sound deleted: roo)
- lake (with last sound deleted: lay)

Now repeat the task - but model going through the steps above with your inner voice, finishing by writing the word and deleting the first sound on the whiteboard.

Use the following words:

- shake (with last sound deleted sha)
- big (with last sound deleted bi)
- tin (with last sound deleted ti)

Slide 12: Phonemic Awareness: We do

Don't say the last sound: targeting phoneme deletion of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Ask students to join in now.

For each word support students to:

- say the word, out loud or in their heads
- segment the sounds in the word, again out loud or in their head
- isolate the last sound
- say the word without the last sound

As students finish deleting the consonant from the word, follow up by writing the word on your whiteboard and then rub off the first sound as a visual representation

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 12: Phonemic Awareness: We do: continued

Use the following words:

- gloom (with last sound deleted: glue)
- slime (with last sound deleted: sly)
- freeze (with last sound deleted: free)
- nose (with last sound deleted: no)

Check that students can delete the last sound and say the part of the word that is left, out loud or in their heads. Give feedback and further examples as needed.

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is u making an/u/ sound.

Slide 14: u says /u/: I do

Say:

- today we are learning the letter u
- the sound that u makes is /u/.

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound u says /u/.

Slide 15: u says /u/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter u says /u/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /u/: upset, umpire, nest..

Say "upset. I can hear /u/ at the beginning. Yes - it begins with /u/"

Say "umpire. I can hear /u/ at the beginning. Yes - it begins with /u/"

Say "nest. I can't hear /u/ at the beginning. No - it doesn't begin with /u/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /u/: frog, unzip, umbrella.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /u/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "d-u-g. dug"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "m-u-d. mud"

Let students know that you can read this word out loud or in your head.

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "c-u-t. cut"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Provide as much support as students need.

Give them time to do this, then say "c-u-b. cub". Say "I hope you said the word cub, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "f-u-n. fun". Say "I hope you said the word fun, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "u-p. up". Say "I hope you said the word up, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: sun.

Demonstrate:

- saying the word aloud (sun)
- segmenting individual sounds, putting the relevant letters together as you do so (s-u-n)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the words to be made: sun and bug.

Demonstrate:

- saying the word aloud (bug)
- segmenting individual sounds, putting the relevant letters together as you do so (b-u-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 26: Writing Words: I do

The images represent the words to be made: sun, bug and pup.

Demonstrate:

- saying the word aloud (pup)
- segmenting individual sounds, putting the relevant letters together as you do so (p-u-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: run.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: run, cup

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: run, cup, nut

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with u.

Demonstrate re-reading the sentence with fluency.

u says /u/ Teacher Notes

Lesson 6, Phase 3

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with u.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: I can run and hum.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The sun is up.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "us", did you read "dug" or did you read "rub", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read?" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: sun, bus, rug

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence k says /k/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Don't say the last sound: targeting phonemic deletion of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Ask students to say some words, out loud or in their heads, without the last sound.

For each word, students should:

- say the word
- segment the sounds
- isolate the final sound
- say the word without the final sound, out loud or in their head

Use the following words:

- grade (with last sound deleted: grey)
- rake (with last sound deleted: ray)
- cute (with last sound deleted: cue)
- dome (with last sound deleted: dough)

Provide feedback as needed. If any students have difficulty deleting the first sound, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (lemon, under, canoe, bell, globe, flag). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /f/: bell, globe or flag.
- Which one starts with /f/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /k/, /b/, /g/, /l/, /u/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: b says /b/, k says /k/, f says /f/, l says /l/, c says /k/ and g says /g/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – b, u, f, l, c and g. Now make the sound /k/ and ask the students to show you which letter makes that sound.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 4: b says /b/, k says /k/, f says /f/, l says /l/, c says /k/ and g says /g/

Review: You do: continued

Repeat this process with the sounds /f/, /u/, /b/, /l/ and /g/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters f, c, b, g, l, u review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /f/, /k/ (for c), /b/, /g/, /l/, /u/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /f/, /i/, /g/, fig. If you have students who cannot read the word out loud, point to the first word and say "is this fig?". Students indicate yes or no.

Point to the second word and say "is this lag?". Students indicate yes or no.

Point to the third word and say "is this cut". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: cub, bug, leg.

Have the 6 letters the students need : c u b g l e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "He cub said it was fun." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The fat bug was on the log.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 9: Writing a sentence: You do: continued

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Swap it (first sounds): targeting phoneme substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to say a word then swap the first sound to make a new word.

Start with the word cot.

Say:

- Cot, the first sound is /k/.
- If I swap /k/ to /l/ I can make a new word.
- /k/-ot, /l/-ot, lot.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping

Remind students that you can do this out loud or with your inner voice.

Repeat with the following words:

- hat (swap /h/ to /b/: bat)
- book (swap /b/ to /ch/: chook)
- pin (swap /p/ to /f/: fin)

Now do two more words with your inner voice. Use the same physical movements, tell the students the starting word, do the whole process with your inner voice and then finish by telling them the new word.

The extra words are:

- sat (swap /s/ to /p/: pat)
- tin (swap /t/ to /b/: bin)

Slide 12: Phonemic Awareness: We do

Swap it (first sounds): targeting phoneme substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: Let's do some together now. First, we'll say jet but swap the /j/ to /v/.

Support students to say:

- jet
- /j/-et
- /v/-et
- vet

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping.

Repeat with the following words:

- mop (swap /m/ to /t/: top)
- goat (swap /g/ to /b/: boat)
- big (swap /b/ to /d/: dig)

Check that students can substitute the first sound to say the new word. Provide corrective feedback and further examples as needed.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is k making a /k/ sound.

Slide 14: k says /k/: I do

Say:

- We have already learned that c says /k/.
- Today we are learning the letter k.
- The sound that k makes is /k/ too.
- k says /k/ at the start of a word with three sounds when the middle sound is /i/ or /e/.

(If you are concerned that this is a lot of verbal language for your students, you should have the rule written out ready to review)

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound k says /k/.

Slide 15: k says /k/: We do

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter k says /k/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /k/: kite, kangaroo, banana.

Say "kite. I can hear /k/ at the beginning. Yes - it begins with /k/".

Say "kangaroo. I can hear /k/ at the beginning. Yes - it begins with /k/".

Say "banana. I can't hear /k/ at the beginning. No - it doesn't begin with /k/".

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /k/: king, pencil, key.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /k/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "k-i-t. kit"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "k-i-p. kip"

Let students know that you can read this word out loud or in your head.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Tell students that Kim is a name, so it starts with an uppercase K.

Say "K-i-m. Kim"

Let students know that you can read this word out loud or in your head.

Say: Notice that k makes the /k/ sound at the start of these words. We use the letter k for the /k/ sound when the next letter is e or i.

Slide 21: Reading Words: We do

Provide as much support as students need.

Tell students that Ken is a name, so it starts with an uppercase K.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "K-e-n. Ken". Say "I hope you said the word Ken, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "k-i-n. kin". Say "I hope you said the word kin, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "k-i-d. kid". Say "I hope you said the word kid, out loud or heard it in your head".

Say: Notice that k makes the /k/ sound at the start of these words. We use the letter k for the /k/ sound when the next letter is e or i.

Slide 24: Writing Words: I do

The image represents the word to be made: kin.

Demonstrate:

- saying the word aloud (kin)
- segmenting individual sounds, putting the relevant letters together as you do so (k-i-n)
- thinking aloud as you record the letter k by saying: We use the letter k for the /k/ sound when the next sound is /i/ or /e/
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The image represents the word to be made: kip.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 25: Writing Words: I do: contiued

Demonstrate:

- saying the word aloud (kip)
- segmenting individual sounds, putting the relevant letters together as you do so (k-i-p)
- thinking aloud as you record the letter k by saying: We use the letter k for the /k/ sound when the next sound is /i/ or /e/
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: kin, kip and Kim.

Demonstrate:

- saying the word aloud (Kim)
- segmenting individual sounds, putting the relevant letters together as you do so (K-i-m)
- thinking aloud as you record the letter k by saying: We use the letter k for the /k/ sound when the next sound is /i/ or /e/ re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: kit.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- remember to use the letter k for the /k/ sound when the next sound is /i/ or /e/
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: kit, kid

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- remember to use the letter k for the /k/ sound when the next sound is /i/ or /e/
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: kit, kid, kin

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- remember to use the letter k for the /k/ sound when the next sound is /i/ or /e/
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

k says /k/ Teacher Notes

Lesson 1, Phase 4

Slide 29: Writing Words: We do: continued

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with k.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with k.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: Kim said the kid had a kit.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Ken had a kip.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "kip", did you read "kid" or did you read "Ken", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read?" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: kit, kin, kip

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence ck says /k/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Swap it (first sounds): targeting phonemic substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Ask students to say some words, out loud or in their heads, when they have swapped the first sound.

Say: Your word is fig. Swap the /f/ to /b/ (big).

Students should:

- say the given word
- isolate the first sound in the word
- swap the first sound in the word.

Repeat with the following words:

- dip (swap /d/ to /sh/: ship)
- zap (swap /z/ to /g/: gap)
- red (swap /r/ to /h/: head)

Provide feedback as needed. If any students have difficulty substituting the sounds, model the process then support students to try again

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (banana, cactus, grass, leaf, kettle, unzip). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /k/: banana, cactus or grass.
- Which one starts with /k/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /k/, /b/, /g/, /l/, /u/, alternating to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: c says /k/, b says /b/, l says /l/, ck says /k/, g says /g/ and u says /u/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – c, b, l, k, g and u. Now make the sound /k/ and ask the students to show you which letters make that sound.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 4: b says /b/, ck says /k/, f says /f/, l says /l/, c says /k/ and g says /g/
Review: You do: continued

Repeat this process with the sounds /l/, /u/, /b/, and /g/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters c, k, b, g, l, u review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /k/ (for c and k), /b/, /g/, /l/, /u/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /k/, /i/, /d/, kid. If you have students who cannot read the word out loud, point to the first word and say "is this kid?". Students indicate yes or no.

Point to the second word and say "is this lug?". Students indicate yes or no.

Point to the third word and say "is this cat". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: bug, log, cub.

Have the 6 letters the students need : b u g l o c. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "The kid said I can lug the kit." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The cub was on the log.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 9: Writing a sentence: You do: continued

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Swap it, match it (first sounds): targeting phoneme substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to say each word from the pictures on the left, swap the first sound and then find the matching picture on the right.

Start with the word chin. Say:

- chin
- I'll swap the /ch/ to /p/.
- pin
- Point to the pin on the slide.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping

Remind students that you can do this out loud or with your inner voice.

Repeat with the following words:

- hen (swap /h/ to /p/: pen)
- mat (swap /m/ to /c/: cat)
- five (swap /f/ to /h/: hive)

Slide 12: Phonemic Awareness: We do

Swap it, match it (first sounds): targeting phoneme substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: Let's do some together now. First, we'll say lip but swap the /l/ to /h/.

Note: Students may still need step-wise scaffolding including isolating the first sounds and adding the rime before saying the new word. Or they may now be able to internalise the process and just say lip, hip. Provide as much support as needed.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping.

Repeat with the following words:

- pig (swap /p/ to /j/: jig)
- shin (swap /sh/ to /b/: bin)
- seat (swap /s/ to /f/: feet)

Remind students that you can do this out loud or with your inner voice.

Check that students can substitute the first sound to say the new word. Provide corrective feedback and further examples as needed.

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is k making a/k/ sound.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 14: ck says /k/: I do

Say: We have already learned that c says /k/ and k says /k/. Today we are learning a new letter pattern that says /k/. We use ck together to make a /k/ sound at the end of words.

Say: ck is a digraph. A digraph is two letters making one sound. When we see ck together, we just say one sound, /k/.

Note: Holding up two fingers and then bringing them together as you explain what a digraph is can support students' understanding of this concept.

Demonstrate tracing over the letters on the large screen while saying the target sound.

ck says /k/.

Note: Saying the letter names one after the other in quick succession (rather than saying each letter name with a pause in between) can support students' understanding that they are a single unit, a digraph.

Slide 15: ck says /k/: We do

Say: A digraph is two letters making one sound.

Note: Holding up two fingers and then bringing them together as you explain what a digraph is can support students' understanding of this concept.

Say: Let's write the ck digraph. ck says /k/ at the end of a word.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter ck says /k/ and that they can say the sound out loud or in their head.

Check that students are:

- writing each c and k next to each other without a space in between
- if they are handwriting, using the correct entry and exit points for their letter formation.
- Give feedback as needed.

Slide 16: Final Sound: I do

Demonstrate saying each word aloud and listening for or isolating the final sound to find which words end with /ck/: brick, heart, stick.

Say "brick. I can hear /ck/ at the end. Yes - it ends with /ck/"

Say "heart. I can't hear /ck/ at the end. No - it doesn't end with /ck/"

Say "stick. I can hear /ck/ at the end. Yes - it ends with /ck/"

Slide 17: Final Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the ending sound to find which words end with /ck/: truck, clock, star.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: ""Does it end with /ck/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "b-a-ck. back"

Let students know that you can read this word out loud or in your head.

Note: to reinforce the concept of a digraph tap just once as you point underneath the middle of the ck digraph and, at the same time, say the letter-sound correspondence, /k/.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "p-i-ck. pick."

Let students know that you can read this word out loud or in your head.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "l-u-ck. luck"

Let students know that you can read this word out loud or in your head.

Say: Notice that the ck digraph is at the end of all of these words.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "t-i-ck. tick". Say "I hope you said the word tick, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "t-o-ck. tock". Say "I hope you said the word tock, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "d-e-ck. deck". Say "I hope you said the word deck, out loud or heard it in your head".

Ask students: Where do we see the ck digraph? At the begining or the end. If needed, ask these questions one at a time and students respond with yes and no.

Slide 24: Writing Words: I do

The image represents the word to be made: lick.

Demonstrate:

- saying the word aloud (lick)
- segmenting individual sounds, putting the relevant letters together as you do so (l-i-ck)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The image represents the word to be made: duck.

Demonstrate:

- saying the word aloud (duck)
- segmenting individual sounds, putting the relevant letters together as you do so (d-u-ck)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 26: Writing Words: I do

The images represent the words to be made: lick, duck and neck.

Demonstrate:

- saying the word aloud (neck)
- segmenting individual sounds, putting the relevant letters together as you do so (n-e-ck)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: kick.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: kick, sack

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: kick, sack, tick

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with ck.

Demonstrate re-reading the sentence with fluency.

ck says /k/ Teacher Notes

Lesson 2, Phase 4

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with ck.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: Mack said he was sick.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The duck is on the deck.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "luck", did you read "peck" or did you read "dock", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read?" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: lock, sick, sack

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence v says /v/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Swap it, match it (first sounds): targeting phoneme substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: I will give you each word from the pictures on the left and I'd like you to swap the first sound in each word then find the matching picture on the slide (indicate the pictures on the right).

Say: Your word is gave. Swap the /g/ to /w/ (wave).

Students should:

- say the given word
- isolate the first sound in the word
- swap the first sound in the word.

Repeat with the following words:

- sing (swap /s/ to /r/: ring)
- rip (swap /r/ to /p/: pip).
- lit (swap /l/ to /s/: sit)

Check that students can substitute the initial sound to say the new word. Provide feedback and further examples as needed.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (lighthouse, tick, bird, goat, upset, kitten). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /b/: lighthouse, tick or bird.
- Which one starts with /b/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /g/, /l/, /u/, /k/. For k, ask them to listen for it at the end of a word (tick).

Alternate to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: l says /l/, k says /k/, b says /b/, ck says /k/, u says /u/ and g says /g/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters - c, b, l, k, g and u. Now make the sound /k/ and ask the students to show you which letters make that sound.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 4: l says /l/, k says /k/, b says /b/, ck says /k/, u says /u/ and g says /g/

Review: You do: continued

Repeat this process with the sounds /l/, /u/, /b/, and /g/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters c, k, b, g, l, u review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /k/ (for c, k and ck), /b/, /g/, /l/, /u/.

Students have now learned that the /k/ sound can be made by the letters c, k and ck. This can be a point of discussion when reviewing the /k/ sound. Students should record c, k and ck when prompted with the sound /k/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /b/, /i/, /g/, big.

If you have students who cannot read the word out loud, point to the first word and say "is this big?". Students indicate yes or no.

Point to the second word and say "is this kid?". Students indicate yes or no.

Point to the third word and say "is this luck". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: bag, duck, leg.

Have the 9 letters the students need : b a g d u c k l e. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "The kid said I can lug the kit." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: Kip said the lock was at the back.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Swap it (last sounds): targeting phoneme substitution of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to say a word then swap the last sound to make a new word.

Start with the word bag. Say:

- bag, the last sound is /g/.
- If I swap /g/ to /t/ I can make a new word.
- ba, /g/, ba, /t/, bat.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping

Remind students that you can do this out loud or with your inner voice.

Repeat with the following words:

- is (swap /z/ to /n/: in)
- wrap (swap /p/ to /k/: rack)
- bun (swap /n/ to /d/: bud)

Slide 12: Phonemic Awareness: We do

Swap it, match it (first sounds): targeting phoneme substitution of initial sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: Let's do some together now. First, we'll say pet but swap the /t/ to /g/.

Support students to say:

- pet
- pe, /t/, pe, /g/, peg.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping.

Repeat with the following words:

- map (swap /p/ to /t/: mat)
- is (swap /z/ to /t/: it)
- feet (swap /t/ to /d/: feed)

Remind students that you can do this out loud or with your inner voice.

Check that students can substitute the final sound to say the new word. Provide feedback and further examples as needed.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is v making a/v/ sound.

Slide 14: v says /v/: I do

Say: Today we are learning the letter v. The sound that v makes is /v/.

Demonstrate tracing over the letters on the large screen while saying the target sound.

v says /v/.

Slide 15: v says /v/: We do

Say: Let's write the letter v that says /v/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter v says /v/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /v/: hair, vulture, violin.

Say "hair. I can't hear /v/ at the beginning. No - it doesn't start with /v/."

Say "vulture. I can hear /v/ at the beginning. Yes - it starts with /v/."

Say "violin. I can hear /v/ at the beginning. Yes - it starts with /v/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words start with /v/: volcano, vacuum, pan.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "'Does it begin with /v/'?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "V-i-n. Vin"

Let students know that you can read this word out loud or in your head.

Note: tell students that Vin is a name so it starts with an upper-case V.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "v-a-t. vat."

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 20: Reading Words: I do: continued

Say "V-i-v. Viv"

Let students know that you can read this word out loud or in your head.

Explain to students that:

- Viv is a name so it starts with an upper-case V
- No English words end with the letter v but Viv is a shortened name (a nickname).

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "v-a-n. Van". Say "I hope you said the word van, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "v-e-t. vet". Say "I hope you said the word vet, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "r-e-v. Rev". Say "I hope you said the word rev, out loud or heard it in your head".

Explain to students that no English words end with the letter v but rev is a short way of saying 'revolution'.

Slide 24: Writing Words: I do

The image represents the word to be made: vet.

Demonstrate:

- saying the word aloud (vet)
- segmenting individual sounds, putting the relevant letters together as you do so (v-e-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The images represent the word to be made: vet and rev.

Demonstrate:

- saying the second word aloud (rev)
- segmenting individual sounds, putting the relevant letters together as you do so (r-e-v)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 26: Writing Words: I do

The images represent the words to be made: vet, rev and vat.

Demonstrate:

- saying the word aloud (vat)
- segmenting individual sounds, putting the relevant letters together as you do so (v-a-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: rev.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: rev, van

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: rev, van, vet

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with v.

Demonstrate re-reading the sentence with fluency.

v says /v/ Teacher Notes

Lesson 3, Phase 4

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with v.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: Vin is a vet and he has a van.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Viv met me at the vet.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "Vin", did you read "vat" or did you read "rev", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read?" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: vat, van, vet

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence y says /y/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Swap it (last sounds): targeting phoneme substitution of final sounds.

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: I will give you some words and I'd like you to swap the last sound in each word to make a new word.

Say: Your word is bed. Swap the /d/ to /g/ (beg).

Students should:

- say the given word
- isolate the final sound in the word
- swap the final sound in the word

Repeat with the following words:

- jet (swap /t/ to /m/: gem)
- win (swap /n/ to /g/: wig)
- chick (swap /k/ to /p/: chip)

Check that students can substitute the final sound to say the new word. Provide feedback and further examples as needed.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (koala, lizard, umbrella, truck, vegetables, guitar). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /g/: truck, vegetables or guitar.
- Which one starts with /g/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /l/, /u/, /k/, /v/. For k, you should ask them to find it at the beginning of a word (koala) and at the end of a word (truck). Alternate to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: l says /l/, v says /v/, u says /u/, g says /g/, ck says /k/ and k says /k/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – l, v, u, g, ck and k. Now make the sound /k/ and ask the students to show you which letters make that sound.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 4: l says /l/, v says /v/, u says /u/, g says /g/, ck says /k/ and k says /k/

Review: You do: continued

Repeat this process with the sounds /l/, /g/, /u/, and /v/..

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters c, k, b, g, l, u review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /g/, /l/, /u/, /k/ (for c, k and ck), and /v/.

Students have now learned that the /k/ sound can be made by the letters c, k and ck. This can be a point of discussion when reviewing the /k/ sound. Students should record c, k and ck when prompted with the sound /k/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /l/, /u/, /g/, lug. If you have students who cannot read the word out loud, point to the first word and say "is this lug?". Students indicate yes or no.

Point to the second word and say "is this van?". Students indicate yes or no.

Point to the third word and say "is this luck". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: log, kick and bug.

Have the 9 letters the students need : l o g k i c k b u. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "The duck had a kip on the log." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The vet did a big kick.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Swap it, match it (last sounds): targeting phoneme substitution of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to say each word from the pictures on the left, swap the last sound and then find the matching picture on the right.

Start with the word peg. Say:

- peg, the last sound is /g/.
- If I swap /g/ to /n/ I can make a new word.
- pen. (Point to the pen on the slide)

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping

Remind students that you can do this out loud or with your inner voice.

Repeat with the following words:

- van (swap /n/ to /t/: vat)
- fin (swap /n/ to /z/: fizz)
- mouth (swap /th/ to /s/: mouse).

Slide 12: Phonemic Awareness: We do

Swap it, match it (last sounds): targeting phoneme substitution of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: Let's do some together now. First, we'll say cub but instead of /b/, we'll say /p/ (cup).

Support students to swap the final sound and say the new word then find the matching picture on the right.

Note: Students may still need step-wise scaffolding before saying the new word, or they may now be able to internalise the process and just say cub, cup. Provide as much support as needed.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping.

Repeat with the following words:

- map (swap /p/ to /t/: mat)
- is (swap /z/ to /t/: it)
- feet (swap /t/ to /d/: feed)

Remind students that you can do this out loud or with your inner voice.

Provide feedback as needed.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 13: Learning Intention and Success Criteria

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is y making a /y/ sound.

Slide 14: y says /y/: I do

Say: Today we are learning the letter y. The sound that y makes is /y/.

Demonstrate tracing over the letters on the large screen while saying the target sound.
y says /y/.

Slide 15: y says /y/: We do

Say: Let's write the letter y that says /y/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter y says /y/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /y/: yacht, yawn, clock.

Say "yacht. I can hear /y/ at the beginning. Yes - it starts with /y/."

Say "yawn. I can hear /y/ at the beginning. Yes - it starts with /y/."

Say "clock. I can't hear /y/ at the beginning. No - it doesn't start with /y/."

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words start with /y/: yoyo, gloves, yoghurt.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "'Does it begin with /y/'?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "y-a-p. yap"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "y-u-ck. yuck."

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "y-e-n. yen"

Let students know that you can read this word out loud or in your head.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "y-e-t. yet". Say "I hope you said the word yet, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "y-i-p. yip". Say "I hope you said the word yip, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "y-a-m. yam". Say "I hope you said the word yam, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: yam.

Demonstrate:

- saying the word aloud (yam)
- segmenting individual sounds, putting the relevant letters together as you do so (y-a-m)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The image represents the word to be made: yam and yak.

Demonstrate:

- saying the word aloud (yak)
- segmenting individual sounds, putting the relevant letters together as you do so (y-a-k)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: yam, yak and yap.

Demonstrate:

- saying the word aloud (yap)
- segmenting individual sounds, putting the relevant letters together as you do so (y-a-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: yum.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v y.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: yum, yes

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v y.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: yum, yes, yam

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v y.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with y.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with y.

Students participate in re-reading the sentence with fluency.

y says /y/ Teacher Notes

Lesson 4, Phase 4

Slide 32: Writing a Sentence: I do

Sentence dictation: I said yes to a bit of tom yum.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Do not pat the yak yet.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "yet", did you read "yes" or did you read "yen", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: yam, yap, yum

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence z says /z/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Swap it, match it (last sounds): targeting phoneme substitution of final sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: I will give you each word from the pictures on the left and I'd like you to swap the last sound in each word then find the matching picture on the slide (indicate the pictures on the right).

Say: Your word is hut. Swap the /t/ to /g/ (hug).

Students should swap the final sound and find the new word represented by the picture on the right of the slide.

Repeat with the following words:

- bag (swap /g/ to /t/: bat)
- light (swap /t/ to /m/: line)
- sing (swap /ng/ to /k/: sick)

Check that students can substitute the final sound to say the new word. Provide feedback and further examples as needed.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (umpire, kite, ladybird, chick, vacuum, yoyo). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /l/: umpire, kite or ladybird.
- Which one starts with /l/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /u/, /k/, /v/, /y/. Alternate to the different rows as appropriate for each sound. Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: ck says /k/, y says /y/, l says /l/, u says /u/, k says /k/ and v says /v/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – ck, y, l, u, k and v. Now make the sound /l/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /k/ (students should show both ck and k), /v/, /u/, and /y/.

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 4: l says /l/, v says /v/, u says /u/, g says /g/, ck says /k/ and k says /k/

Review: You do: continued

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters l, u, k, v, y review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /l/, /u/, /k/*, /v/, /y/

Students have now learned that the /k/ sound can be made by the letters c, k and ck. This can be a point of discussion when reviewing the /k/ sound. Students should record c, k and ck when prompted with the sound /k/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /V/, /a/, /l/, Val.

If you have students who cannot read the word out loud, point to the first word and say "is this Val?". Students indicate yes or no.

Point to the second word and say "is this lake?". Students indicate yes or no.

Point to the third word and say "is this yet". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: kin, van and yuck.

Have the 9 letters the students need : k i n v a y u c k. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "Vin said it was a lot of mud in the sack." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: Mack did love the van.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Swap it (middle sounds): targeting phoneme substitution of medial vowel sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you're going to say a word, swap the middle sound and then make a new word

Start with the word bug. Say:

- bug: /b/, /u/, /g/
- If I change /u/ to /i/ the word is.... /b/, /i/, /g/
- big

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping

Remind students that you can do this out loud or with your inner voice.

Repeat with the following words:

- hit (swap /i/ to /o/: hot)
- lock (swap /o/ to /u/: luck)
- ten (swap /e/ to /a/: tan)

Slide 12: Phonemic Awareness: We do

Swap it (middle sounds): targeting phoneme substitution of medial vowel sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Say: Let's do some together now. First, we'll say chip but swap the middle vowel sound /i/ to /o/.

Support students to:

- say the word
- segment the sounds in the word
- identify the middle vowel sound
- say the sounds in the new word
- say the new word.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping.

Repeat with the following words:

- zig (swap /i/ to /a/: zag).
- rub (swap /u/ to /o/: rob)
- had (swap /a/ to /e/: head)

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 12: Phonemic Awareness: We do: Continued

Remind students that they can do this out loud or by using their inner voice.

Check that students can substitute the final sound to say the new word. Provide feedback and further examples as needed.

Slide 13: Learning Intention

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is y making a/y/ sound.

Slide 14: z says /z/: I do

Say: Today we are learning the letter z. The sound that z makes is /z/.

Demonstrate tracing over the letters on the large screen while saying the target sound.
z says /z/.

Slide 15: z says /z/: We do

Say: Let's write the letter z that says /z/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter z says /z/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /z/: hat, zero, zoo.

Say "hat. I can't hear /z/ at the beginning. No - it doesn't start with /z/

"Say "zero. I can hear /z/ at the beginning. Yes - it starts with /z/"

Say "zoo. I can hear /z/ at the beginning. Yes - it starts with /z/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words start with /z/: zebra, stick, zucchini.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: ""Does it begin with /z/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "Z-a-ck. Zack"

Let students know that you can read this word out loud or in your head.

Note: tell students that Zack is a name so it starts with an upper-case Z.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "z-i-g. zig."

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 20: Reading Words: I do: continued

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "R-o-z. Roz."

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "z-i-g. zig". Say "I hope you said the word zig, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "z-a-g. zag". Say "I hope you said the word zag, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "z-i-p. zip". Say "I hope you said the word zip, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: zap.

Demonstrate:

- saying the word aloud (zap)
- segmenting individual sounds, putting the relevant letters together as you do so (z-a-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The image represents the word to be made: zap and fez.

Demonstrate:

- saying the word aloud (fez)
- segmenting individual sounds, putting the relevant letters together as you do so (f-e-z)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: zap, fez and zip.

Demonstrate:

- saying the word aloud (zip)
- segmenting individual sounds, putting the relevant letters together as you do so (z-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: zip.

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v y z.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: zip, zap

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v y z.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: zip, zap, fez

Have a QWERTY keyboard ready for each student to use. It may help some students if you put stickers on the letters we have covered already: s a t p i n m e h d o f c b g l u k v y z.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with z.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with z.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: Zed is like a zig zag..

z says /z/ Teacher Notes

Lesson 5, Phase 4

Slide 32: Writing a Sentence: I do: continued

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: Roz and Zack like my fez..

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "Roz", did you read "zed" or did you read "zig", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: zap, zip, fez

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 and 12)
- the letter-sound correspondence w says /w/ (slides 13 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 33)
- Review (slides 34 & 35)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Swap it (middle sounds): targeting phoneme substitution of medial vowel sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Explain to the students what they will need to do. Say:

- I will give you a word.
- You will say the word, then say the sounds in the word.
- After that I'll tell you a new middle sound for the word.
- You will say the new sounds in the word.
- Then you will say the new word.

Say: Your word is fog.

Students should:

- say the word
- segment the sounds in the word.

Say: Swap the /o/ to /i/.

Students should:

- say the sounds in the word again, now with the new middle sound (/f/, /i/, /g/)
- say the new word.

Repeat with the following words:

- met (swap /e/ to /a/: mat)
- chook (swap /oo/ to /i/: chick)
- boat (swap /ō/ to /ē/: beet)

Provide feedback as needed: If any students have difficulty substituting the sounds, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (kangaroo, yawn, under, brick, zebra, van). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /u/: kangaroo, yawn or under.
- Which one starts with /u/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /k/, /v/, /y/, /z/. Alternate to the different rows as appropriate for each sound.

For /k/ you will also say "which one ends with /k/" and use the second row of pictures.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 4: k says /k/, y says /y/, z says /z/, v says /v/, u says /u/ and ck says /k/

Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – k, y, z, v, u and ck. Now make the sound /z/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /k/ (students should show both ck and k), /v/, /u/, and /y/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters u, k, v, y, z review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /u/, /k/, /v/, /y/, /z/

Students have now learned that the /k/ sound can be made by the letters c, k and ck. This can be a point of discussion when reviewing the /k/ sound. Students should record c, k and ck when prompted with the sound /k/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /z/, /i/, /p/, zip.

If you have students who cannot read the word out loud, point to the first word and say "is this zip?". Students indicate yes or no.

Point to the second word and say "is this luck?". Students indicate yes or no.

Point to the third word and say "is this yet". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: yak, van and yuck.

Have the 7 letters the students need : y a k v n u c. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 8: Reading a sentence: You do: continued

Say to the students "The sentence is "Kim and I love the van and the truck." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: The duck in the van said yuck.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do

Swap it, match it (middle sounds): targeting phoneme substitution of medial vowel sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

The images represent: ten, hat, look, knot, lick, net, tin, hut

Tell students that you're going to:

- say a word from the pictures on the left
- swap the middle vowel sound
- find the matching picture on the right.

Start with the word ten. Say:

- ten
- I'll swap the /e/ to /i/
- tin
- Point to the tin on the slide.

Note: You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping

Remind students that you can do this out loud or with your inner voice.

Repeat with the following words:

- hat (swap /a/ to /u/: hut)
- look (swap /oo/ to /i/: lick)
- knot (swap /o/ to /e/: net)

Slide 12: Phonemic Awareness: We do

Swap it, match it (middle sounds): targeting phoneme substitution of medial vowel sounds

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 12: Phonemic Awareness: We do: continued

Say: Let's do some together now. First, hog but instead of /o/, we'll say /u/ (hug).

Support students to:

- hog
- /h/, /o/, /g/.

Say: swap the /o/ to /u/.

Support students to say, out loud or in their heads:

- /h/, /u/, /g/
- hug.
- Students point to the picture on the right.

Note: Support students as much as needed to find the right picture for the new word. The main focus of this task is swapping the sounds to say a new word.

You can reinforce the process for students by:

- emphasising target sounds
- keeping track of sounds on your fingers as you manipulate the words
- rolling your arms around each other to signal the concept of swapping.

Repeat with the following words:

- kit (swap /i/ to /a/: cat)
- pen (swap /e/ to /a/: pan)
- chip (swap /a/ to /o/: chop)

Remind students that they can do this out loud or by using their inner voice.

Slide 13: Learning Intention

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is y making a/y/ sound.

Slide 14: w says /w/: I do

Say: Today we are learning the letter w. The sound that w makes is /w/.

Demonstrate tracing over the letters on the large screen while saying the target sound.

w says /w/.

Slide 15: w says /w/: We do

Say: Let's write the letter w that says /w/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter w says /w/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

Slide 16: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /w/: whistle, watermelon, tree.

Say "whistle. I can hear /w/ at the beginning. Yes - it starts with /w/"

Say "watermelon. I can hear /w/ at the beginning. Yes - it starts with /w/"

Say "tree. I can't hear /w/ at the beginning. No - it doesn't start with /w/"

Slide 17: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words start with /w/: pot, whale, watch.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: ""Does it begin with /w/?"

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 17: Beginning Sound: We do: continued

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "w-a-g. wag"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "w-e-t. wet."

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "w-o-k. wok."

Let students know that you can read this word out loud or in your head.

Explain to students why wok ends in k not ck.

Say: We usually see ck for /k/ at the end of a word but wok is a word we use in English that comes from another language so it is spelled this way.

Slide 21: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "w-i-t. wit". Say "I hope you said the word wit, out loud or heard it in your head".

Slide 22: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "w-e-d. wed". Say "I hope you said the word wed, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "w-i-n. win". Say "I hope you said the word win, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: wok.

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 24: Writing Words: I do: continued

Demonstrate:

- saying the word aloud (wok)
- segmenting individual sounds, putting the relevant letters together as you do so (w-o-k)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: I do

The image represents the word to be made: wok and wet.

Demonstrate:

- saying the word aloud (wet)
- segmenting individual sounds, putting the relevant letters together as you do so (w-e-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The images represent the words to be made: wok, wet and wick.

Demonstrate:

- saying the word aloud (wick)
- segmenting individual sounds, putting the relevant letters together as you do so (w-i-ck)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: web.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: web, win

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: web, win, wag.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 30: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with w.

Demonstrate re-reading the sentence with fluency.

Slide 31: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with w.

Give them time to do this, then say "The sentence is "Wag is the wet pup and he can win." I hope you read that out loud or in your head.

Students participate in re-reading the sentence with fluency.

Slide 32: Writing a Sentence: I do

Sentence dictation: I like to wet my wok.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 33: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: The web got wet.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 34: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "wit", did you read "wed" or did you read "wok", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: wet, web, win

w says /w/ Teacher Notes

Lesson 1, Phase 5

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a “we do” task, and the lesson is repeated the following day.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 11 to 15)
- the letter-sound correspondence j says /j/ (slides 16 to 20).
- reading decodable words (slides 21 to 26)
- writing decodable words (slides 27 to 32)
- Reading sentences (slides 33 & 34)
- Writing sentences (slide 35 & 36)
- Review (slides 37 & 38)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Swap it, match it (middle sounds): targeting phoneme substitution of medial vowel sounds

The images represent: cat, bag, mop, cab, map, cot, bug, cub

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Explain the activity to the students. Say:

- I will give you a word from the pictures on the left.
- You will say the word, then say the sounds in the word.
- After that I'll tell you a new middle sound for the word.
- You will swap the sounds and find the matching picture.

Say: Your word is cat.

Students should say:

- cat
- /c/, /a/, /t/.

Say: swap the /a/ to /o/.

Students should say:

- /c/, /o/, /t/
- cot.
- Students point to the matching picture on the right.

Say: swap the /a/ to /o/.

Repeat with the following words:

- bag (swap /a/ to /u/: bug)
- mop (swap /o/ to /a/: map)
- cab (swap /a/ to /u/: cub)

Provide feedback as needed: If any students have difficulty substituting the sounds, model the process then support students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (yoghurt, key, zoo, wave, violin, stick). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /k/: yoghurt, key or zoo.
- Which one starts with /k/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /v/, /y/, /z/ and /w/. Alternate to the different rows as appropriate for each sound.

For /k/ you will also say "which one ends with /k/" and use the second row of pictures.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 4: z says /z/, j says /j/, k says /k/, ck says /k/, y says /y/ and v says /v/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters – z, w, k, ck, y and v. Now make the sound /z/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /k/ (students should show both ck and k), /w/, /y/, and /v/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 5: Writing Letters u, k, v, y, z review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /k/, /v/, /y/, /z/, /w/

Students have now learned that the /k/ sound can be made by the letters c, k and ck. This can be a point of discussion when reviewing the /k/ sound. Students should record c, k and ck when prompted with the sound /k/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /v/, /a/, /t/, vat.

If you have students who cannot read the word out loud, point to the first word and say "is this van?". Students indicate yes or no.

Point to the second word and say "is this zen?". Students indicate yes or no.

Point to the third word and say "is this wok". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: kick, yes and wick.

Provide students with QWERTY keyboards.

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 8: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 8: Reading a sentence: You do: continued

Say to the students "The sentence is "The vet had Zack the duck in the van." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 9: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: Yen had to pick up the wet wok.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 10: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 11: Phonemic Awareness: I do, We do

Teach (or reinforce) the concept of a vowel

The tasks on slides 15 and 16 refer to consonants and vowels, and consonant and vowel sounds. If your students already know about vowels and consonants, then use the following slides to remind them of these letters. If this concept has not yet been covered with your students, use slides 12, 13 and 14 to support their understanding.

Teach the concept of a vowel. Say:

- We have learned about lots of letters and their sounds.
- There are two types of letters; vowels and consonants.
- The vowels are a, e, i, o and u. You can see them on this slide.

Have students say the letter name of each vowel as you point to it, out loud or with their inner voice.

Say:

- We have learned the short vowel sounds /a/, /e/, /i/, /o/ and /u/ for these letters.
- Vowel sounds are sounds we make without blocking the sound with our teeth, tongues or lips, if using speech.

Demonstrate saying the short vowel sounds, emphasising your open mouth.

Have students say the short vowel sounds as you point to each vowel, out loud or in their heads. Students respond with /a/, /e/, /i/. /o/, /u/ as you point.

Ask: Which letters are vowels?

- Students respond with: a, e, i, o, u. (letter names)

Say: Tell me the short vowel sounds we have learned.

- Students respond with: /a/, /e/, /i/. /o/, /u/.

Note: To reduce students' cognitive load the main emphasis on this slide should remain on short vowel sounds.

Slide 12: Phonemic Awareness: I do, We do

Teach (or reinforce) the concept of a consonant

Say: The other type of letters and sounds we have learned are consonants.

Have the students repeat the word consonants after you, out loud or with their inner voice.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 12: Phonemic Awareness: I do, We do: continued

Say: Any letter that isn't a vowel is called a consonant. You can see the consonants we have learned on the slide.

Say: Some of the consonants are: b, c, g, t, z . Point to the corresponding letter as you say its name.

Say: I am going to point to some of these consonants and I want you to say the name of the consonant, out loud or in your head.

Say: to make consonant sounds we use our teeth, tongue and lips if we are saying them with speech.

Point to a letter and say the sound. (For example, /p/, /d/, /v/, /l/, /m/).

Get students to repeat each sound after you using speech or their inner voice.

Slide 13: Phonemic Awareness: You do

Consonants and Vowels

Say: Here are all the consonants and vowels we have learned.

Point to some letters. Have students say, out loud or with their inner voice:

- the letter name
- the matching sound they know
- if the letter is a vowel or a consonant.

You could also choose to say a letter and sound and have students call out or use a gesture to show whether it is a vowel or a consonant.

Slide 14: Phonemic Awareness: I do

Drop it (first letters/sounds): deletion of initial letters and sounds in written CVC words

Note:

- When students have a bank of known letter-sound correspondences, integrating phonemic awareness and phonics makes instruction more effective and efficient.
- From now on the phonemic awareness slides will incorporate the use of already taught letter-sound correspondences.
- Students should continue to be given other opportunities to practise phonemic awareness skills with all English speech sounds and varied word types.

Explain what a consonant-vowel-consonant (CVC) word is. Say:

- CVC words are words that have three letters and three sounds.
- CVC words have a consonant as the first letter, a vowel in the middle and a consonant as the last letter.

Refer to the slide and say:

- On the slide you can see some letter tiles; some are shaped like square blocks and some are circles.

The square blocks show where the consonants belong in a word, and the circles show where the vowels belong.

Point to the first row and say:

- Here we have a square block, which means it is a consonant, then a circle for a vowel, and then a square block for a consonant.
- This makes a CVC word.

Point to the second row and say:

- I will drop the first letter, and we are left with a two-letter word.
- This two-letter word has a vowel and a consonant.

Demonstrate with the word sit using the following sequence:

- Say: I will use the CVC word sit. Watch as I write it on my board. (You can refer to the consonants and vowel as you write the letters.)
- Demonstrate segmenting and recording letters for the sounds in sit.
- Say: Now I will drop the letter for /s/ from the word sit by rubbing off s.
- Demonstrate rubbing s off your class whiteboard, leaving 'it'.
- Say: That leaves a shorter word with only a vowel and a consonant. The word that is left is /i/, /t/, it.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 14: Phonemic Awareness: I do: continued

Continue with the following examples:

- hat (drop the h: at)
- pit (drop the p: it)
- con (drop the c: on)

Slide 15: Phonemic Awareness: We do

Drop it (first letters/sounds): deletion of initial letters and sounds in written CVC words

Say: Let's do some together now. We'll start with the word ran.

Provide students with a QWERTY keyboard. Remind students that they can do the segmenting part of this out loud or by using their inner voice.

Support students to:

- segment the sounds in ran
- and write the word ran using their keyboard.

Say: Now we'll drop the letter for /r/ from ran.

Support students to:

- delete the letter r
- read the word that is left (an).

Continue with the following examples:

- mat (drop the m: at)
- cup (drop the c: up)
- tin (drop the t: in)

Slide 16: Learning Intention

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is j making a/j/ sound.

Slide 17: j says /j/: I do

Say: Today we are learning the letter j. The sound that j makes is /j/.

Demonstrate tracing over the letters on the large screen while saying the target sound.
j says /j/.

Slide 18: j says /j/: We do

Say: Let's write the letter j that says /j/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter j says /j/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

Slide 19: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /j/: juggle, guitar, juice.

Say "juggle. I can hear /j/ at the beginning. Yes - it starts with /j/"

Say "guitar. I can't hear /j/ at the beginning. No - it doesn't start with /j/"

Say "juice. I can hear /j/ at the beginning. Yes - it starts with /j/"

Slide 20: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words start with /j/: jellyfish, jeans, vacuum.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: ""Does it begin with /j/?"

Students answer with yes or no.

Repeat for the other two words.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 21: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "j-a-m. jam"

Let students know that you can read this word out loud or in your head.

Slide 22: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "j-u-t. jut."

Let students know that you can read this word out loud or in your head.

Slide 23: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "j-o-t. jot."

Let students know that you can read this word out loud or in your head.

Slide 24: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "j-o-b. job". Say "I hope you said the word job, out loud or heard it in your head".

Slide 25: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "j-u-g. jug". Say "I hope you said the word jug, out loud or heard it in your head".

Slide 26: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "j-i-g. jig". Say "I hope you said the word jig, out loud or heard it in your head".

Slide 27: Writing Words: I do

The image represents the word to be made: jig.

Demonstrate:

- saying the word aloud (jig)
- segmenting individual sounds, putting the relevant letters together as you do so (j-i-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 28: Writing Words: I do

The image represents the word to be made: jig and jot.

Demonstrate:

- saying the word aloud (jot)
- segmenting individual sounds, putting the relevant letters together as you do so (j-o-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 29: Writing Words: I do

The image represents the word to be made: jig, jot and jog

Demonstrate:

- saying the word aloud (jog)
- segmenting individual sounds, putting the relevant letters together as you do so (j-o-g)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 30: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be made: jug.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 31: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: jug, jet

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 32: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: jug, jet, jam.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 33: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with j.

Demonstrate re-reading the sentence with fluency.

j says /j/ Teacher Notes

Lesson 2, Phase 5

Slide 34: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with j.

Give them time to do this, then say "The sentence is "They had jam on the jet." I hope you read that out loud or in your head.

Students participate in re-reading the sentence with fluency.

Slide 35: Writing a Sentence: I do

Sentence dictation: My job is on the jet.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 36: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: They had jam in the jug.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 37: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "jam", did you read "jab" or did you read "jut", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: jet, jog, jug

Slide 38: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 10)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 12 to 13)
- the letter-sound correspondence q says /kw/ (slides 14 to 19).
- reading decodable words (slides 20 to 25)
- writing decodable words (slides 28 to 31)
- Reading sentences (slides 32 & 33)
- Writing sentences (slide 34 & 35)
- Review (slides 36 & 37)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Drop it (first letter/sound): deletion of initial letters and sounds in written CVC words

Note:

- This phonemic awareness activity incorporates the use of already taught letter-sound correspondences.
- Students should continue to be given other opportunities to practise phonemic awareness skills orally with all English speech sounds and varied word types.

Have a QWERTY keyboard available for each student

Say:

- I will give you some CVC words. Remember, CVC words are made up of a consonant, a vowel, then another consonant.
- For each word, drop the first letter and sound from the word to make a new word.
- Your first word is sit.

Students should:

- segment the sounds in the word, using speech or their inner voice
- write the word on their keyboard
- read the word.

Say: Now drop the letter for the sound /s/. Delete it from the word.

Students should:

- delete the first letter in sit (s)
- read the word that is left (it).

Repeat with the following words:

- pin (drop the /p/: in)
- van (drop the /v/: an)
- jam (drop the /j/: am)

Provide feedback as needed: If any students have difficulty manipulating the words, model the process then support students to try again.

Slide 3: Vowels and consonants Review: You do

Point to some letters. Have students say:

- the letter name
- the matching sound they know
- if the letter is a vowel or a consonant.

Student can use speech or their inner voice, or they can do the alternative version below.

You could also choose to say a letter and sound and have students call out or gesture to show whether it is a vowel or a consonant.

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 4: Beginning Sound Review: You do

Tell the students what the pictures represent (zero, wheel, yacht, jar, volcano, clock). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the second row of pictures. Listen for the word that starts with /v/: jar, volcano or clock.
- Which one starts with /v/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /y/, /z/, /w/ and /j/. Alternate to the different rows as appropriate for each sound.

For /k/ you will also say "which one ends with /k/" and use the second row of pictures.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 5: j says /j/, v says /v/, z says /z/, w says /w/, y says /y/ and ck says /k/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters - j, v, z, w, y and ck. Now make the sound /k/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /j/, /v/, /w/, /y/, and /z/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 6: Writing Letters k, v, y, z, w and j review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /k/, /v/, /y/, /z/, /w/, /j/

Students have now learned that the /k/ sound can be made by the letters c, k and ck. This can be a point of discussion when reviewing the /k/ sound. Students should record c, k and ck when prompted with the sound /k/.

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 7: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /w/, /i/, /k/, wick.

If you have students who cannot read the word out loud, point to the first word and say "is this win?". Students indicate yes or no.

Point to the second word and say "is this zip?". Students indicate yes or no.

Point to the third word and say "is this jig". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 8: Making decodable words: I do

The images represents the words to be made: zip, yap and vat.

Provide students with QWERTY keyboards.

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 8: Making decodable words: I do: continued

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 9: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "Jack the pup can zip and wag and yap." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 10: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: They like to zig and zag in the van.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 11: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 12: Phonemic Awareness: I do

Add it (first letters/sounds): addition of initial letters and sounds in written VC/CVC words

Note:

- This phonemic awareness activity incorporates the use of already taught letter-sound correspondences.
- Students should continue to be given other opportunities to practise phonemic awareness skills orally with all English speech sounds and varied word types.

Refer to the slide and say:

- I'm going to use letters and sounds we have learned to change two-letter words made up of a vowel and a consonant into CVC words. Remember, CVC words have three letters and three sounds. They are made up of a consonant, a vowel, then another consonant.
- Some letter tiles are shaped like square blocks and some are circles.
- The square blocks show where the consonants belong in a word, and the circles show where the vowels belong.

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 12: Phonemic Awareness: I do: continued

Point to the first row and say:

- On the slide we have a word that has a vowel and a consonant.

Point to the second row and say:

- We will add a letter to the beginning of the word and this will make a CVC word.

Demonstrate changing at to hat by adding h using the following sequence:

Say: I'll start with the two-letter word at.

Demonstrate segmenting the sounds and writing the word on your class whiteboard. You can refer to the vowel and the consonant as you write the letters.

Say: Now I will add a consonant to the start of the word. Adding a new letter and sound will make a new word, a CVC word.

Demonstrate adding the letter h.

Demonstrate sounding out and blending to read the new word, hat. You can refer to the CVC pattern in the new word as you read it. You can let students know that you can sound the word out using your inner voice or using speech.

Continue with the following examples:

- am (add /b/: bam)
- it (add /k/: kit)
- an (add /f/: fan)

Slide 13: Phonemic Awareness: We do

Drop it (first letters/sounds): deletion of initial letters and sounds in written CVC words

Add it (first letters/sounds): addition of initial letters and sounds in written VC/CVC words

Provide students with a QWERTY keyboard.

Say: Let's do some together now. We'll start with the word at.

Support students to:

- segment the sounds in the word
- write the word using their keyboard

Say: Now we'll add the letter for /b/ to the start of the word at.

Support students to:

- add the letter b to the start of the word at
- read the CVC word they have written on their keyboard (bat).

Continue with the following examples:

- am (add /d/: dam)
- up (add /c/: cup)
- it (add /w/: wit)

Slide 14: Learning Intention

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is q making a/kw/ sound.

Slide 15: q says /kw/: I do

Say: Today we are learning the letter q. The sound that q makes is /kw/. Q is a consonant.

Move to the next slide to demonstrate writing the letter and making the sound.

Slide 16: q says /kw/: I do

Say:

- Something we need to know about the letter q for reading and spelling is that it almost always has the letter u after it.
- We will learn how the q and u work together for reading and spelling.
- We have already learned the formation of u, so we will practise writing it with the letter q.

Demonstrate tracing over the letters on the large screen while saying the target sound.

q says /kw/.

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 17: q says /kw/: We do

Say: Let's write the letter q that says /kw/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter q says /kw/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

Slide 18: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /q/: quarter, quiet, cake.

Say "quarter. I can hear /kw/ at the beginning. Yes - it starts with /kw/"

Say "quiet. I can hear /kw/ at the beginning. Yes - it starts with /kw/"

Say "cake. I can't hear /kw/ at the beginning. No - it doesn't start with /kw/"

Slide 19: Beginning Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words start with /kw/: bird, queen, question.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: ""Does it begin with /kw/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 20: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "qu-i-t. quit"

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "qu-i-d. quid."

Let students know that you can read this word out loud or in your head.

Slide 22: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "qu-i-ck. quick."

Let students know that you can read this word out loud or in your head.

Slide 23: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "qu-i-z. quiz". Say "I hope you said the word quiz, out loud or heard it in your head".

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 24: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "qu-i-z. quiz". Say "I hope you said the word quiz, out loud or heard it in your head".

Slide 25: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "qu-a-ck. quack". Say "I hope you said the word quack, out loud or heard it in your head".

Slide 26: Writing Words: I do

The image represents the word to be made: quiz.

Demonstrate:

- saying the word aloud (quiz)
- segmenting individual sounds, putting the relevant letters together as you do so (qu-i-z)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: I do

The image represents the word to be made: quiz and quick.

Demonstrate:

- saying the word aloud (quick)
- segmenting individual sounds, putting the relevant letters together as you do so (qu-i-ck)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 28: Writing Words: I do

The image represents the word to be made: quiz, quick and quack

Demonstrate:

- saying the word aloud (quack)
- segmenting individual sounds, putting the relevant letters together as you do so (qu-a-ck)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be made: quick.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 30: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: quick, quack

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 31: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: quick, quack, quiz.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 32: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with q.

Demonstrate re-reading the sentence with fluency.

Slide 33: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with q.

Give them time to do this, then say "The sentence is "They are quick at the quiz." I hope you read that out loud or in your head.

Students participate in re-reading the sentence with fluency.

Slide 34: Writing a Sentence: I do

Sentence dictation: The duck did a quick quack.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 35: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: It was a quick quiz.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

q says /kw/ Teacher Notes

Lesson 3, Phase 5

Slide 35: Writing a Sentence: We do: continued

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

Slide 36: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "quit", did you read "quip" or did you read "quid", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: quick, quiz, quack.

Slide 35: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 11)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 12 and 13)
- the letter-sound correspondence x says /ks/ (slides 14 to 18).
- reading decodable words (slides 19 to 24)
- writing decodable words (slides 25 to 30)
- Reading sentences (slides 31 & 32)
- Writing sentences (slide 33 & 34)
- Review (slides 35 & 36)

Takes approximately 20 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness Review: You do

Add it (first letters/sounds): addition of initial letters and sounds in written VC/CVC words

Note:

- This phonemic awareness activity incorporates the use of already taught letter-sound correspondences.
- Students should continue to be given other opportunities to practise phonemic awareness skills with all English speech sounds and varied word types.

Have a QWERTY keyboard available for each student

Explain the activity to students. Say: :

- I will give you some two-letter words and a sound to add to the beginning of each word.
- You will write the word on your keyboard and then add a letter for the sound you're given. This will make the two-letter word into a CVC word.
- You can see how this works with the letter tiles on the slide (explain as needed).
- Your first word is in.

Students should:

- segment the sounds in the word
- write the word on their keyboard
- read the word (in).

Students should:

- delete the first letter in sit (s)
- read the word that is left (it).

Say: Add a letter for the sound /p/ to the start of the word. What is the word now?

Students should:

- add the corresponding letter to the start of the word on their keyboard
- read the new word (pin).

Continue with the following examples:

- it (add /f/: fit)
- an (add /v/: van)
- am (add /j/: jam)

Provide feedback as needed: If any students have difficulty manipulating the words, model the process then support students to try again.

Slide 3: Vowels and consonants Review: You do

Point to some letters. Have students say:

- the letter name
- the matching sound they know
- if the letter is a vowel or a consonant.

Student can use speech or their inner voice, or they can do the alternative version below.

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 3: Vowels and consonants Review: You do: continued

You could also choose to say a letter and sound and have students call out or gesture to show whether it is a vowel or a consonant.

Slide 4: Beginning Sound Review: You do

Tell the students what the pictures represent (zucchini, vacuum, yoga, jacket, queen, windmill). Have them repeat the words after you, out loud or in their heads.

Say to students:

- Start with the first row of pictures. Listen for the word that starts with /v/: zucchini, vacuum or yoga.
- Which one starts with /v/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat with /y/, /z/, /w/, /j/ and /kw/. Alternate to the different rows as appropriate for each sound.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 5: j says /j/, v says /v/, z says /z/, w says /w/, y says /y/ and ck says /k/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all six letters -- j, q, z, w, y and v. Now make the sound /v/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /j/, /w/, /kw/, /y/ and /z/.

Repeat one or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide feedback and modelling.

Slide 6: Writing Letters k, v, y, z, w and j review: You do

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /v/, /y/, /z/, /w/, /j/, /kw/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need.

Provide feedback as needed: If any students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 7: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /y/, /e/, /s/, yes. If you have students who cannot read the word out loud, point to the first word and say "is this yet?". Students indicate yes or no.

Point to the second word and say "is this zip?". Students indicate yes or no.

Point to the third word and say "is this quick". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 8: Making decodable words: I do

The images represents the words to be made: jug, vet and wag.

Provide students with QWERTY keyboards.

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 8: Making decodable words: I do: continued

Support and scaffold students to:

- say each word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 9: Reading a sentence: You do

Ask students to read the sentence, out loud or in their heads.

Prompt students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words.
- re-read the sentence with fluency

Say to the students "The sentence is "They do a quick jig in the wet van." I hope you all read that too."

Provide feedback as needed: If any students have difficulty with an aspect of reading the sentence, model the process. Then ask students to try again.

Slide 10: Writing a sentence: You do:

Start by reminding students that when they write sentences, they should:

- think about irregular words they know
- stretch words to help with spelling
- leave spaces between words

Tell students the sentence they are going to write: I love the wig and I like the zip.

Then ask students to write the sentence using their writing tool. You can repeat the sentence a couple of times if needed.

Once students have finished, check their sentence.

Provide feedback as needed. If any students have difficulty with an aspect of writing the sentence, provide scaffolding as required or model the process for them. Then ask students to try again.

Slide 11: End of review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 12: Phonemic Awareness: I do

Swap it (middle letters/sounds): substitution of medial sounds and letters in written CVC words

Note:

- This phonemic awareness activity incorporates the use of already taught letter-sound correspondences.
- Students should continue to be given other opportunities to practise phonemic awareness skills orally with all English speech sounds and varied word types.

Refer to the slide and say:

- I'm going to use letters and sounds we have learned to write CVC words.
- Then I will change the words by swapping the middle vowel letter and sound.
- On the slide you can see some letter tiles. Remember, the square blocks show where consonants belong and the circles show where vowels belong.
- You can see on the slide that I will start with a CVC word and then I will swap the middle vowel to make a new CVC word.
- The square blocks show where the consonants belong in a word, and the circles show where the vowels belong.

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 12: Phonemic Awareness: I do: continued

Start by changing hop to hip using the following sequence:

- Say: I'll start with hop.
- Demonstrate segmenting the sounds and writing the word on your class whiteboard. You may refer to the consonants and vowels.
- Say: Now I will swap the middle vowel. I will swap the letters to change /o/ to /i/.
- Demonstrate rubbing off the letter o from the middle of the word and writing the letter i in its place.
- Demonstrate sounding out and blending to read the new word, hip. You may refer to the CVC pattern on the new word again.

Continue with the following examples:

- bin (swap /i/ to /u/: bun)
- fox (swap /o/ to /i/: fix)
- wit (swap /i/ to /e/: wet)

Slide 13: Phonemic Awareness: We do

Swap it (middle letters/sounds): substitution of medial sounds and letters in written CVC words.

Provide students with a QWERTY keyboard.

Say: Let's do some together now. We'll start with the word leg.

Support students to:

- segment the sounds in the word
- write the word using their keyboard
- read the word

Say: Now we'll swap the middle vowel to change the /e/ to /o/ (log).

Support students to:

- delete the middle vowel in the word (e)
- add the new corresponding vowel (o)
- sound out and blend to read the new word, emphasising the change of vowel sound (log).

Continue with the following examples:

- mut (swap /u/ to /a/: mat)
- zip (swap /i/ to /a/: zap)
- jet (swap /e/ to /u/: jut)

Slide 14: Learning Intention

Set learning intention and success criteria

The letter-sound correspondence introduced in this lesson is x making a/ks/ sound.

Slide 15: x says /ks/: I do

Say: Today we are learning the letter x. The sound that x makes is /ks/. X is a consonant.

Demonstrate tracing over the letters on the large screen while saying the target sound.

x says /ks/

Slide 16: x says /ks/: We do

Say: Let's write the letter x that says /ks/ together.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard or finding it on a QWERTY keyboard (or partner assisted scanning alphabet display). Remind the students that letter x says /ks/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points for their letter formation. Give feedback as needed.

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 17: Ending Sound: I do

Demonstrate saying each word aloud and listening for or isolating the initial sound to find which words end with /ks/: duck, letterbox, relax.

Say "duck. I can't hear /ks/ at the end. No - it doesn't end with /ks/."

Say "letterbox. I can hear /ks/ at the end. Yes - it ends with /ks/."

Say "relax. I can hear /ks/ at the end. Yes - it ends with /ks/."

Slide 18: Ending Sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words end with /ks/: axe, goat, flex.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: ""Does it end with /ks/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 19: Reading Words: I do

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "t-a-x. tax."

Let students know that you can read this word out loud or in your head.

Slide 20: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "v-e-x. vex."

Let students know that you can read this word out loud or in your head.

Slide 21: Reading Words: I do

Re-read the first two words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "b-o-x. box."

Let students know that you can read this word out loud or in your head.

Slide 22: Reading Words: We do

Provide as much support as students need.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "w-a-x. wax". Say "I hope you said the word wax, out loud or heard it in your head".

Slide 23: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "o-x. ox". Say "I hope you said the word ox, out loud or heard it in your head".

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 24: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first two words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "s-i-x. six". Say "I hope you said the word six, out loud or heard it in your head".

Slide 25: Writing Words: I do

The image represents the word to be made: fix.

Demonstrate:

- saying the word aloud (fix)
- segmenting individual sounds, putting the relevant letters together as you do so (f-i-x)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 26: Writing Words: I do

The image represents the word to be made: fix and mix.

Demonstrate:

- saying the word aloud (mix)
- segmenting individual sounds, putting the relevant letters together as you do so (m-i-x)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 27: Writing Words: I do

The image represents the word to be made: fix, mix and six

Demonstrate:

- saying the word aloud (six)
- segmenting individual sounds, putting the relevant letters together as you do so (s-i-x)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be made: ox.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: ox, fox

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 30: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: ox, fox, box.

Have a QWERTY keyboard ready for each student to use.

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- select the letters that represent each sound on their keyboard
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's keyboard and provide feedback as needed

Slide 31: Reading a Sentence: I do

Demonstrate reading the sentence.

As you do so:

- read irregular words fluently
- emphasise sounding out and blending to read the other words, in particular the words with x.

Demonstrate re-reading the sentence with fluency.

Slide 32: Reading a Sentence: We do

Provide as much support for individual students as needed.

Students participate in reading the sentence.

Support and scaffold students to:

- read previously taught irregular words fluently
- sound out and blend to read the other words, in particular the words with x.

Give them time to do this, then say "The sentence is "Can you mix it in the box?" I hope you read that out loud or in your head.

Students participate in re-reading the sentence with fluency.

Slide 33: Writing a Sentence: I do

Sentence dictation: You are six and the fox is ten.

Demonstrate:

- saying the sentence aloud
- recording the sentence word by word, using a keyboard, focusing on letter-sound correspondences, known and new irregular words (has), and checking for accuracy
- re-reading the whole sentence to check for accuracy or any editing required.

Note: Use of spaces between words should also be explicitly taught during sentence dictation.

Slide 34: Writing a Sentence: We do

Provide as much support for individual students as needed.

Sentence dictation: You got wax on the tux.

Say the sentence aloud and have students repeat it after you. They can say it out loud or using their inner voice.

Support and scaffold students to:

- use segmenting to track sounds and write corresponding letters for each word (students should use a keyboard – electronic or non-electronic)
- remember the sounds in and spelling for known and new irregular words
- use correct punctuation and spaces.

Students re-read the entire sentence to check for accuracy or any edits including use of correct punctuation and spaces between words.

Note: If students need a high level of support, have them show the sounds they can hear and which letters to write for each word. Record this on your whiteboard to complete the sentence.

x says /ks/ Teacher Notes

Lesson 4, Phase 5

Slide 35: Check for Understanding

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

They will:

- write the target letter using their writing tool
- chose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "ox", did you read "mix" or did you read "wax", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: box, fox, fix.

Slide 36: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.