

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.

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Visual Representations of Phonemes

- In many lessons there is a visual representation of phonemes (sounds) in words. The lesson suggests an option for you, such as bricks or magnets, and suggests that you and the student demonstrate blending or segmenting phonemes with these items.
- For some students, manipulating these items is very difficult, and may cause cognitive overload which is going to interfere with them learning the skills that are the focus of the lesson.
- In this situation it would be better if just the teacher modelled with the blocks/magnets/etc. to provide the visual representation.
- If it is simply that the blocks are too hard to manipulate, then you can look at other options e.g.
 - Pompoms
 - Cars
 - Lego blocks
 - Magnetic shapes
- Try and find three or four different visual representations for the sounds so that students learn that they can be shown in many ways - and that each time they represent the sounds in words.
- Some students also seem to do better with this visual representation if all the items representing sounds are the same colour.

