



Same Day Additional Daily Phonics Lesson Phase 3-5

GPC and Blending

1.GPC Phoneme Recognition

Version 1

1.Collaborative Countdown : ‘Together... ai, ee, igh....’

Bring any they struggle with repeatedly to the front and emphasize until secure.

(2 mins)

OR

Version 2

1. Collaborative (countdown) ‘Together... ai, ee, igh....’

2. ‘Your turn.’ Children read graphemes. (children do)

3.Challenge: ‘Super fast’/ mixed order as apt (children do)

(2 -3mins)

2.Word blending

Rapid Word Read (words with phonemes previously taught)

Show the focus phoneme- MTYT my turn, your turn (digraph, trigraph or split-digraph) Can we blend words using...?

1.Collaboratively blend to read words asking children to spot a digraph or trigraph.

‘Digraph-ea? Say the sounds s-ea , blend to read the word-‘sea’.

2. Your turn: Mixed order/faster (children do).

3.Challenge: Choose 2 or 3 words to sound out in head and read whole word out loud.

(children do)

Repeat and vary pace, order until fluent. (3-5 mins)

Start with words using sound buttons, then extend to read words without sound buttons.

Extend learning by adding words with other phonemes. Ensure you ‘show off /emphasize’ the focus phoneme to prepare children to spot it when blending.

Model blending process with a few new words .

Repeat steps 2 and 3 as apt.



Additional Daily Phonics Lesson Phase 3-5 **GPC, word blending and learn a phoneme**

1.GPC Phoneme Recognition

1. Our turn 'Together... ai, ee, igh.... (articulate a few phonemes then gradually step back if appropriate)
AFL: 'We know our digraphs/trigraphs.'

2.Word blending (revise words with phonemes previously taught)

1.Countdown- Collaboratively blend to read revision bank of words (used in revise and review)
'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.
Pause to say a sentence. Repeat again with steps 2,3 above if apt.

3.Teach a Phoneme Lets' learn a new sound/phoneme.

1.Hear it: Play with the sound – (MTYT) 'ea....' X 2,3 times

Sound talk: s-ea-sea, t-r-ea-treat, d-r-ea-m-dream x 3 words Children blend and segment to SAY the word.

2. Read it- 'This is what ea... looks like.'

The letter 'ee' and 'ai' (letter names) make the sound...ea.. (MTYT- children repeat) X 2,3 times
'Two letters, one sound is a digraph' –MTYT (do not have to use terminology if SEN intervention).

3. Hide and find it: Point to our sound 'ea' when you see it! Distinguish focus phoneme from others previously taught.

4. Focus Rapid Read- x 6 -8 (approx) focus sound 'ea' words.

1.Collaborative read words asking children to spot the focus phoneme: ***Digraph? Say the sounds, blend to read the word.*** Point and sweep as a required then progress to not pointing.

2. Your turn: Mixed order/faster (children read again)

3.Challenge: Choose 2 or 3 words to sound out in head and read whole word out loud (children read again). 10 minutes approx

Repeat this bank of words (step 4) throughout the day as often as possible.

NOTES:

Start with words using sound buttons, then extend to read words without sound buttons.

Add words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.

Model blending process with 1,2 new words .

Repeat steps 2 and 3 as apt.

Communal language:

1. 'Digraph?- ea' 2. STS= 'Say the sounds s-ea-t ' (point + sweep)

2. 'Blend, to read the word (RTW)- 'seat'. Bounce it using gesture to read whole word.

JThompson NST2020

