

Phonics Lesson Structure Phase 6 advanced code Time: 20-30 mins (approx) Frequency: Daily

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Revise and Review Good sounding out!		Teach TP- We are learning the X sound and ..	Practise	Apply TP-We can sound out x words/ read, write...
Recap sounds 1-2 minutes	Rapid Read (R)/recall (W) 3 minutes max	SPELLING 5 minutes HEAR,SAY,READ, FIND , WRITE IT, READ IT	Word level, reading into spelling- sentence work 10 + minutes	
<p>Recap previous phonemes (x10) <i>What is a phoneme? Yes, a...</i> <i>What is a di/ trigraph? Yes...</i> <i>What is a grapheme? Yes how we write a sound.</i> <i>(*grapheme- higher level- optional)</i></p> <p>1.(Our turn) 'Together...'</p> <p>2. (Your Turn) Super fast/random 'Your turn...'</p> <p>End of week.....</p> <p>Recall graphemes/words (w/b's) <i>'Let's use graphemes to write the sounds.'</i></p> <p>1.MTYT- 'x' '....' 2.Model write x.... chn use magic finger (hide it). 3.Say- 'x' - Gesture- write it. Chn to say sound (STS) as they write y. 4. '1,2,3 show me.' 5. Reveal grapheme on w/b- 'Let's check !' Make teaching points</p> <p>*Assessment opportunity - NO modelling.</p>	<p>Using a few words (from previous week) blend to read words. Pause to (occasionally) put into a sentence verbally & chn to repeat. (MTYT)</p> <p>Collaborative : Blend to read words. <i>(extend to aspects of 5. Focus Rapid Read as apt)</i></p> <p>X1,2 new tricky words per wk Sound talk- Find easy bit, find tricky part. Read word MTYT Say a sentence MTYT Quick fire= read those taught so far.</p>	<p>'We are learning to spell past tense verbs + ed suffix. Remember a verb is / A suffix is..... Past tense means.....MTYT .</p> <p>1.Hear it: Play with the word class/tense. Yesterday we.. (past tense) Yesterday... Sound talk: toast-ed, post-ed, float-ed *emphasize the Say a sentence*vocabulary/grammar links</p> <p>2. Read it- letter names-e d make the suffix 'ed' to show past tense- yesterday. 'ed' is past tense- (MTYT)</p> <p>3 STS/ RTW- verbs and note split digraphs. Quick read: vote note name blame.... Model changing the verb- MTYT we drop the e to add 'ed' (we put the 'e' in the shed)</p> <p>4.Write it : 'we write 'ed' suffix like this....'— in the air, on carpet, magic fingers, on w/bs x2,3 times (MTYT). Model + chn practise. STS as they write. Optional- *we use graphemes to WRITE the suffix- higher level terminology.</p> <p>5. Focus Rapid Read- x3,4 focus sound words. 1.'Digraph?' and... ow' 2. 'Sound out/STS' SH-OW 3.RTW- show. *Model x2 1. Chn do. 2.'mix it up' -chn do. 3.Extend to 'super fast.' 4.Goal: chn RTW aloud (blend in head)</p> <p><i>Make sure chn see list of root word and list of words with ed.</i></p>	<p>Time to segment and blend words with the new phoneme. See letters & sounds for full details....</p> <p>Word sort according to rule Just + ed/ drop e + ed / double the consonant + ed or Best bet (R/W) or Sound buttons (W) or Sentence work + tricky word/ dictation (W)</p>	<p>Read a sentence <i>What's our digraph? Can you spot any other di/trigraphs? Spot our tricky word? 'Yes this word has the digraph.....'</i></p> <p>Sentence dictation <i>Can children show what they know? 'What did we learn today?' Tell your partner 'We can – read/write the x sound.'</i></p> <p>REVISE KEY LEARNING- secure the learning. <u>Focus Rapid read a few focus words (from input)</u> Step 5- (teach section)</p>