Phonics Lesson Structure Phase 5 advanced code **Time**: 20-30 mins (approx) **Frequency**: Daily

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Revise and Review		Teach	Practise	Apply
Good sounding out!		TP- We are learning the X sound and ..		TP-We can sound out x words/ read, write...
Recap & Recall sounds 1-2 minutes	**Rapid Read** 3 minutes max	**Same sound, different spelling example – ao o-e ow** *Model x2 then chn do. 5 minutes HEAR,SAY,READ, FIND , WRITE IT, READ IT	**Word level, reading into spelling- sentence work**	

Recap previous phonemes (x10) *What is a phoneme? Yes, a...* *What is a di/ trigraph? Yes... What is a grapheme?* Yes how we **write** a sound. (*grapheme- higher level- optional) *1. (Our turn)* **'Together..** *2 . Super fast/random* *(Your turn)* **'Your turn...'** ***End of week......*** **Recall graphemes** (w/b's) *'Let's use **graphemes** to write the sounds.'* 1.**MTYT- 'x, x'....** 2.**Model** write y.... 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 *Assessment opportunity - NO modelling.	Using a few words (from previous week) blend to read words. Pause to (occasionally) put into a sentence verbally & chn to repeat. (MTYT) **Collaborative:** **Blend to read words** *(extend to aspects of 5. Focus Rapid Read as apt)* X1,2 new tricky words per wk Sound talk. Find easy bit Find tricky part. Read and say. Quick fire= read those taught so far.	1.**Hear it**: Play with the sound – (MTYT) ***'I have a sound for you- ow ow ow (oa/oe).'*** ***Sound talk: sh-ow=show, t-ow=tow, f-l-ow=flow.*** *emphasize the focus sound. Say a sentence*vocabulary links **T.Partner "our sound is..."** 2. **Read it**- ***'We are learning a new way of reading the OW sound'*** **We know... oe o-e oa.** **There's a new way, OW letter names- O and W make ' OW'** ***'Two letters, one sound- digraph.'* –'OW'** (MTYT) ***Same sound BUT different spelling.*** (MTYT) gesture. 3. **Hide and find it:** Sing it back **'owww....'** into the pack of past 10 or so sounds. Quick say the sounds. (repeat until fluent- mixed/fast as apt). *Point to our sound when you see it!* can be ow (ou) can be ow (oa.) 4.**Write it** : ***'we write 'ow' digraph 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 'OW' digraph- higher le... terminology.* 5. **Focus Rapid Read**- x3,4 focus sound words. *1.'Digraph?* **'sh and... ow' 2. 'Sound out/STS' SH-OW** *3.RTW- show.* *Model x2 1.Chn do. 2.'mix it up/super fast.' 3.Goal: chn RTW aloud (blend in head)	Ti... wo... **ph...** Se... ful... W... bu... or... G... or... W... O... 1.I have a sound for you ow.. (oa).../ ow... (ou) MTYT. Sound talk: notice 2 sounds- (oa/ou) | ow- town	ow- show
gown	tow
shower	glow	 2.Today: We are learning to read words with the **same spelling but different sound.** '**ow** ' /oa/(MTYT) '**ow**' /ou/ (MTYT) (letter names o + w)- OW (snow) DIGRAPH but it can also say... 'ow' (-house) Help! Word sort cl**ow**n wind**ow** Spotting 'ow' in sentences – useful too. Apply: read sentence spot 'ow'- oa/ou'