


| | | <i>Introducing a new phoneme.</i> | |
|--|---|---|--|
| <p><small>Copyright © 2019 All Rights Reserved 2020</small></p> <p>Revise and review</p> | | <p>Teach mmm... Phase 5</p> <p>TP- We are learning the X sound ...</p> | |
| <p>Recap phonemes</p> | | <p>New phoneme</p> <p>1. HEAR, 2.READ, 3.FIND , 4.WRITE IT, 5.READ IT 5 minutes</p> | |
| M | Remember what a <i>Ph/di/trigraph is? Yes a.....</i> | <p>1.Hear it</p> <p>'I have a sound for you-ea ea ea' (MTYT)</p> <p>Sound talk: t-ea=tea, s-ea-t, d-r-ea- m=dream.</p> | |
| T | | | |
| W | <p>1. Our turn Together...</p> <p>2 . Your turn</p> <p>"We know our dig/trigraphs"</p> | <p>Rapid Read (R)/recall (W) 3-4 minutes max</p> <p>Collaborative- Count down word blending</p> <p>Tricky words <u>X1,2 new tricky words per wk</u></p> <p>1.Sound talk- find easy bit, find tricky part. 2.Read word- MTYT. Say a sentence - MTYT. 3.Quick fire= read with those taught so far.</p> | |
| TH | | | |
| FR | | | |
|  | | <p>Recall graphemes</p> <p>'Let's use graphemes to write the sounds.' (w/b's)</p> <p>AFL Model</p> <p>1.MTYT- say phoneme X. 2. 'Write it'- Your turn 3.1,2,3 Show me 4.Model- 'let's check.' My turn OR Teach model</p> <p>1.MTYT- sound X 2.Model write X 2A.Hide it 3.Your turn- Say X, write it. 4. '1,2,3 show me.' 5. Reveal grapheme on w/b- 'Let's check I'</p> | |

New Phoneme Phase 5 ea

1. HEAR, 2. READ, 3. FIND, 4. WRITE IT, 5. READ IT
5 minutes

Point to phoneme chart. 'ee' same sound different spelling.

1. Hear it:

'I have a sound for you -ea ea ea.'

Sound talk: *t-ea = tea, s-ea-t= seat, d-ea-m=dream.*

2. Read it- *'This is what 'ea' looks like.' 'ee' and 'ai' (letter names) make the sound 'ea.'* (MTYT)

'Two letters, one sound- digraph.' -'ea' (MTYT)

3. Hide and find it: (repeat until fluent- mixed/fast as apt). *Point to our sound when you see it!*

4. Write it: *'We write 'ea' digraph like this....'* (MTYT). Model + chn practise. STS as they write.

5. Focus Rapid Read- x4,5 focus sound word.

1. 'Digraph?' 'ea' 2. 'STS' t-ea 3. RTW- tea.

*Model x2

1. Chn do. 2. 'Mix it up/super fast' -chn do.

3. chn RTW aloud (blend in head)

**We use graphemes 'ee' and 'ai' (letter names) to WRITE 'ea' digraph- higher level terminology optional*

Practise and Apply Considerations

3. Practise

Are you giving children opportunity to practise **saying** the phoneme?

Are you giving children the opportunity to **read the GPC/ GPC's**?

Are you giving children opportunities to **blend phonemes and read words**?

Are you giving children opportunities to **segment** words into phonemes/graphemes for spelling?

Are you giving children opportunities to **write** the grapheme? *Introduction as a must do.

4. Apply

Are you giving children the chance to **use and apply** their phonic knowledge and skills in purposeful reading and writing activities?

Are you promoting all four interdependent skills of language – **speaking, listening, reading and writing**?

Also think consider:

Are you giving children a multi-sensory approach, but keeping a clear focus on the goal?

Is the session engaging and interactive?

Are you using props, images, objects to support your lesson?

Is the session short and precise?

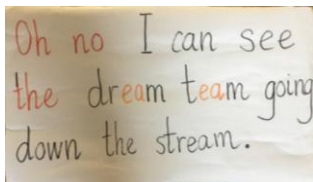
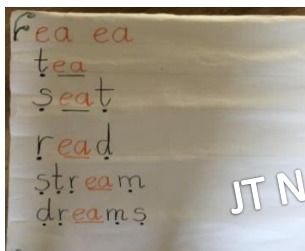
Is it pitched appropriately for the children with challenge, repetition too?

Have you observed the children's progress in the session?

Have you given children opportunity to say sentences, so they understand the words?

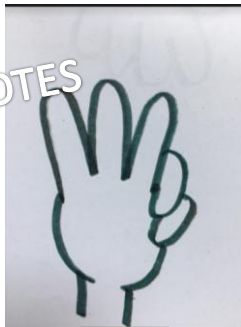
Segmenting

- **Sound Buttons for Spelling:**
- Say the WHOLE word coat, say the sounds c-oo-t (use fingers), write it!
- 'Segment with me..... coat..c-oo-t. Count the sounds. show me (show fingers).
- Push each finger for each sound button, repeat several times. Write it!
- Model and scaffold as apt



Sound buttons

Segment with me...



Rights Reserved
2020

Oh no I can see
the dream team going
down the stream.

APPLY

How do we read words?

JThompson©2020

- I like to ride my bike at night.

JT NOTES



JT NOTES

Miles won a prize for baking the best and
biggest pie.

JThompson©Copyright2015

APPLICATION

Can we write a sentence?



- Hold the
sentence

Sound out?

- ABC
- . Full stop

- Finger space



- Read it out loud!



Can we add a conjunction?
Tricky word?

JThompson©2015

Progression Activity Summary

- Phase 2,3,4
 - DAY1 Cross the river: object to GPC, word matching.
 - DAY 2 Sound buttons (reading)
 - Day3 Sort and read words (group work) + sound buttons
 - Day4 Sound buttons, grapheme frame
 - Day5 Sound buttons, grapheme frame or sentence construction/ writing + tricky
- Phase 4,5,6
 - DAY1 Noisy letters. Match phonemes. Then in groups write list of words on large paper. Full circle
 - DAY 2 Sound buttons
 - Day3 Sound buttons
 - Day4 Word sort and read/write words into a table
 - Day5 Best bet? Add team race Sentence substitution/tricky words

Application: Dictation/Collaborative write

Application: Dictation/Collaborative write
Phoneme spotter stories (5,6)

Non negotiable: formation of new GPC introduced. Progression into sentence level.

Daily dictation- on timetable as additional practise.

JThompson©Copyright2020



Letters and Sounds Training part 3.

This training covered:

Key strategies and aspects of each phase .

Effective segmenting for spelling.

What is an effective practise activity?

How to ensure application and progress

Refer to handouts

Janet Thompson

Next Steps: read handouts and refer to SSP document
How to implement, and then embed in your classroom,
school?

What to do tomorrow and by next week?

What do by half term?

Actions:

Impact:

When to achieve:

Regular practise sessions, coaching and/or lesson study.