**Phonics Lesson Structure Phase 6 Time**: 20-30 mins (approx)  **Frequency**: Daily JThompson March 21

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| **Revise and Review** Good sounding out! | **Teach**  **Spelling past tense verbs- *hopped*** | **Practise** | **Apply**TP-We can sound out x words/ read, write... |
| **Recap sounds**1-2 minutes  | **Rapid Read (R)/recall (W)**3 minutes max | **\*Model x2 then chn do.** 3-5 minutesHEAR,SAY,READ, FIND , WRITE IT, READ IT | **Word level, reading into spelling- sentence work**10 minutes |
| **Recap previous phonemes** (x10) ***What is a phoneme? digraph/ trigraph?******(\*grapheme- higher level- optional)****1. Collaborative, then gradually, chn do (step back)* ***(Our turn) ‘Together..’****2 . Super fast/random****(Your turn) ’Your turn...’******End of week......*** **Recall graphemes/words** ( w/b’s)  *‘Let’s use* ***graphemes*** *to write the sounds.’ ‘dge’ trigraph*1.**MTYT**- **‘bridge’....** **2.Model** write .... chn use magic finger (hide it).3.Say- **‘bridge’**- Gesture- **it.** C*hn to say sound (STS) as they write, extending to letter names.*4. **’1,2,3 show me.’** 5. Reveal grapheme on w/b- **‘Let’s check !’** Make teaching points \*Assessment opportunity - NO modelling. | Use root words which will be used in lesson or words from prior week. Pause to (occasionally) put into a sentence verbally & chn to repeat. (MTYT) **Collaborative count down- rapid read words.** **X1,2 new tricky words per wk 1.**Sound talk- word- Say a sentence. MTYT2.Find easy bit, find tricky part.3.Read and say. 4.Quick fire= read those taught so far. | 1**.Hear it**: STS,BTRW- verbs-drip, skip, stop, drop, beg Today we skip ..(MTYT) Notice- 1 syllable? Short vowel. Tense?- Present . *\*emphasize the focus sound*. *Say a sentence\*vocabulary links* **2.** **Read it**- **‘*We are learning to spell past tense verbs. What’s a verb again? Yes a verb is ......( MTYT)******How do we change a verb to past tense – T Partner.******( yesterday....)? Yes we......... Model: Adding suffix ‘ed’.*** **3. Model and explore root change+ suffix:**  **Yesterday (past) + ed** **Today (present)** grip  trip  **consonants: g p** stop  etc **Partner work: *Verb- change it to past tense + say a sentence.*** What’s the rule? ***for changing short vowel words to past tense? Together- ‘Short vowel, double the consonant.’* Point to words.*****What are we learning today? MTYT- We are....***4. *‘****We write ‘ed’ (p.tense) suffix like this....’***–on w/bs x2,3 times (MTYT). Model + chn practise. STS as they write. ***Optional- \*we use graphemes to WRITE ‘ed’ suffix- higher level terminology.***5. **Focus Rapid Read**- x 5 (approx) focus words\*Model x2 1.Chn do. 2.‘mix it up/super fast.’ 3.Goal: chn RTW aloud (blend in head) | Time to segment and blend words with the **new phoneme.**  See letters & sounds for full details....Word sort/ best bet (R/W)orSound buttons (W)/grapheme frame (W)orSentence work + tricky word/ dictation(W) | ***Read a sentence****What’s our SPELLING rule/suffix today? Can you spot words with.....? Spot our tricky word?*‘Yes this word ---- is past tense because we see...**ed** (suffix.’Your turn- show me the past tense words.***Sentence dictation****Can children show what they know?* ‘What did we learn today?’ Tell your partner ‘We can – read/write the x sound.’Focus spelling is.....1.Say it, repeat it 2. sentence checklist, write it! MTYT.OR1.Read a sentence, (hide it) THEN children do as above.ORModel write a sentence, (hide it) THEN children do as above |