**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 minutes  HEAR,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. MTYT  2.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)  or  Sound buttons (W)/  grapheme frame (W)  or  Sentence 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.  OR  1.Read a sentence, (hide it) THEN children do as above.  OR  Model write a sentence, (hide it) THEN children do as above |