**Phonics Lesson Structure Phase 5 Part 2 Same spelling but different sound.Time**: 20-30 mins (approx)  **Frequency**: Daily JThompson April 21 Long and short vowels EA

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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 & Recall sounds**  1-2 minutes | **Rapid Read**  3 minutes max | **Same sound, different spelling example**  **\*Model x2 then chn do.**  5 minutes  Introducing ea Short .........long or short? (already know long ea) | **Word level, reading into spelling- sentence work**  Today: We are learning to read words with the **Same spelling but different sound. TIP: Sing long/short vowels.**  1.We know ‘ea’..*eat the peach*.... MTYT. (show images + words)\*note the long vowel phoneme. TIP: Stretch arms  Read words: eat read stream beach peach \* long vowel phonemes.  2.\*The grapheme ‘ea’ (ee)... can sometimes say a short sound.... e (phase2) *...spread on the bread* (show image, do action). **ea** – ‘same spelling BUT different sound.’  Can be ... ‘**EA‘** /ee /(MTYT) and ‘**EA’** /E/ (MTYT)eat eat the peach spread on the bread  long vowel short vowel phoneme  \*Read  ea- head ea- b r ea d s p r ea d  ACTIVITY: Help! **Read and sort – long or short?**  leaf bread  https://sweetclipart.com/multisite/sweetclipart/files/leaf_3_green.png See the source image  Apply: read sentence spot ‘ea’- long or short vowel’  10 minutes  5 minutes | |
| **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...’***  ***\*oa,oe,o-e (\*cow)***  ***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.** C*hn 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 it. Say sentence MTYT.  Find easy bit  Find tricky part.  Read and say.  Quick fire with other tricky words. | **3. Hide and find it:** Sing it back ‘*ea.../e short/.’* Can be ‘ea-long (ee)’ 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 x can be y . ‘OW ‘ grapheme- Can be ow (ou ow) can be ow (oa oe o-e.)*  **4**.**Write it** : *‘****we write ‘ea’ (short) 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 level terminology.***  **5.** **Focus Rapid Read**- x 4,5 focus sound words.  ***1.‘Digraph?* Ea ( use long and short) \*TIP this says ea (long)**  **This says ea (short) then blend.**  ***3.RTW-* show.**  \*Model x2  1.Chn do. 2.‘mix it up/super fast.’  3.Goal: chn RTW aloud (blend in head)  Outcome: We can know OW grapheme can say /ee/long and /ea/short.  Same spelling BUT different sound long or short vowel phonemes. | Time to segment and blend words with the **new phoneme.**  See letters & sounds for full details....  Word read + add sound buttons  or  Grapheme frame (R)  or  Word sort/ best bet (R/W)  or  Sound buttons (W)  or  Sentence work + tricky word/ dictation  (W) | *Read a sentence*  *What’s our digraph? Can you spot any other di/trigraphs? Spot our tricky word?*  *‘Yes this word has the digraph......’*  Sentence dictation  or  Recall- sounds/words + tricky, quick write  or  Game- yes/no  *Can children show what they know?* ‘What did we learn today?’ Tell your partner ‘We can – read/write the x sound.’  or  **REVISE KEY LEARNING**  Focus Rapid read a few focus words (from input)\_  Step 5- ( teach section) |