KS2
Same Day Additional Daily Phonics Lesson Phase 3-5,6
GPC and Blending

1.GPC Phoneme Recognition

Version 1

1.Collaborative Countdown : 'Together... ai, ee, igh.... '
Bring any they struggle with repeatedly to the front and emphasize until secure.
Quick fire any phonemes that need reinforcement.
(2 mins)

OR

Version 2

1. Collaborative (countdown) 'Together... ai, ee, igh....'
2 .'Your turn.' Children read graphemes (children do).
3.Challenge: 'Super fast'/ mixed order as apt (children do).
  Quick fire any phonemes that need reinforcement.
(2 -3mins)

2.Word blending
Rapid Word Read (words with phonemes previously taught)
Show the **focus phoneme/s**- MTYT my turn, your turn (digraph, trigraph or split-digraph) Can we blend words using....?

1.Collaboratively blend to read words asking children to spot a digraph or trigraph.
'***Digraph-ea? Say the sounds s-ea , blend to read the word-'sea'***.
2. Your turn: Mixed order/faster *(children do).*
3.**Challenge:**
3a..Model 2 or so words- sounding out in your head to read the whole word. **'Digraph? STS, blend to read the word.'** Point and sweep to support. Bounce the word to clarify for all.
 3b***.'Sound out in head and read the <u>whole word out loud'</u>.*** Your turn *(children do).*
3c. Quick fire- read whole words out loud. No overt blending, pointing or scaffolding (children do). Repeat and vary pace, order until fluent . (3-5 mins)

Goal: Children can blend in their heads and read whole words out loud.

<u>**Ways to scaffold:**</u>
Start with words using sound buttons, then extend to read words without sound buttons.
Start with point and sweeping with your finger then gradually step back.
Start collaboratively and gradually step back or model explicitly , collaborative, then step back.
<u>**Extend learning**</u> by adding words with other phonemes. Model blending process with 1,2 new words . Add x2,3 words with X phoneme, x2,3 with Y phoneme, x2,3 with Z phoneme (whatever children need).
Repeat steps 2 and 3 as apt.
Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.
Teach in meaning- sometimes pause to say a word in a sentence, use MTYT so children chorally repeat.
Praise and celebrate!

KS2
Additional Daily Phonics Lesson Phase 3-5,6
GPC, word blending and learn/revise a phoneme

1.GPC Phoneme Recognition

1. Our turn 'Together... ai, ee, igh.... (articulate a few phonemes then gradually step back if appropriate)
AFL: 'We know our digraphs/trigraphs.'

2.Word blending (revise words with phonemes previously taught)

1.Countdown- Collaboratively blend to read revision bank of words (used in revise and review)
'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.
Pause to say a sentence. Repeat again with steps 2,3 above if apt.

3.Teach a Phoneme Lets' learn a new sound/phoneme.

1.**Hear it**: Play with the sound – (MTYT) *'ea....' X 2,3 times*
Sound talk: s-ea-sea, t-r-ea-t-treat, d-r-ea-m-dream x 3 words Children blend and segment to SAY the word.

2. **Read it**- **'*This is what ea... looks like.'***
The letter 'ee' and 'ai' (letter names) make the sound...ea.. (MTYT- children repeat) X 2,3 times
'Two letters, one sound is a digraph' –MTYT (do not have to use terminology if SEN intervention).

3. **Hide and find it:** *Point to our sound **'ea'** when you see it!* Distinguish focus phoneme from others previously taught.

4. **Focus Rapid Read with New Phoneme**- x 6 – 8 + (approx) focus sound **'ea'** words.

1.Collaborative read words asking children to spot the focus phoneme: ***Digraph? Say the sounds, blend to read the word.*** Point and sweep as a required then progress to not pointing.
2. Your turn: Mixed order/faster (children read again)
3.Challenge: Choose 2 or 3 words to sound out in head and **read whole word out loud** (children read again). 10 minutes approx
Repeat this bank of words (step 4) throughout the day as often as possible.

Ways to scaffold:
Start with words using sound buttons, then extend to read words without sound buttons.
Start with point and sweeping with your finger then gradually step back.
Start collaboratively and gradually step back or model explicitly , collaborative, then step back.
If apt, add words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.

Communal language:
1. 'Digraph?- ea' 2. STS= *'Say the sounds s-ea-t '* (point + sweep)
2. *'Blend, to read the word (RTW)- 'seat'* . Bounce it using gesture to read whole word.