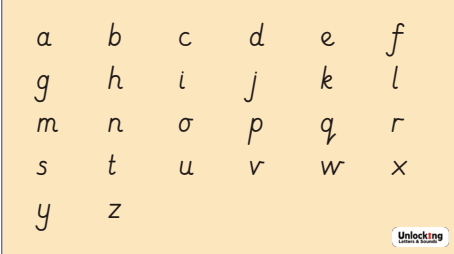
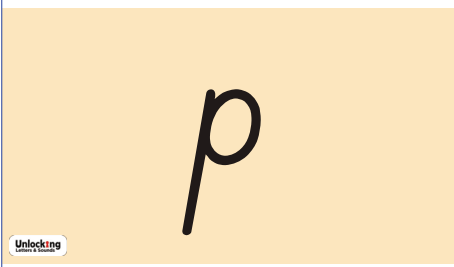
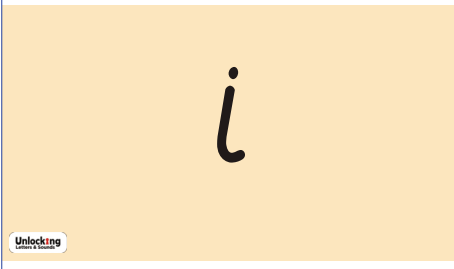


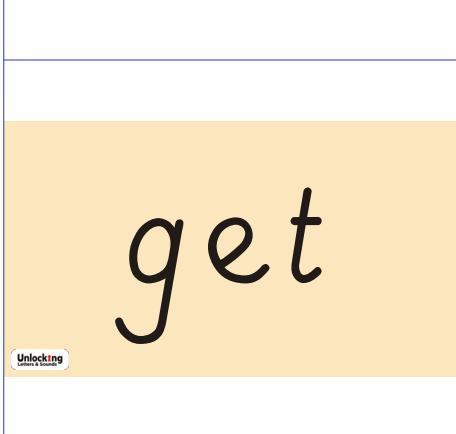




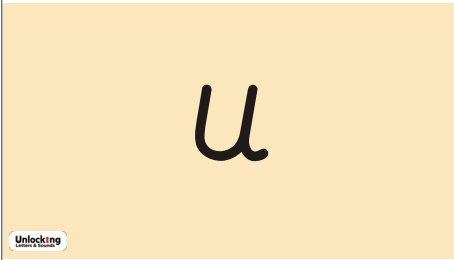
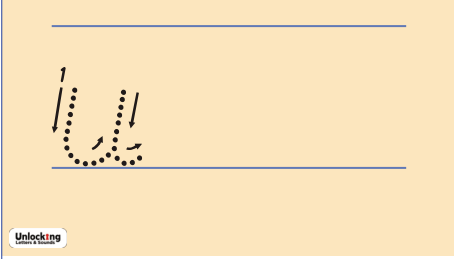

		Teaching Input
Revisit		
		<p>Sing the Alphabet Song</p> <ul style="list-style-type: none"> Using your chosen tune, sing the alphabet song with the children, using letter names. Point to each grapheme in turn whilst singing the song. Make sure that the children are singing the grapheme that is being pointed to and are saying the corresponding letter name. Note the graphemes that individual children – or groups of children – hesitate over. Whilst the children are singing, ensure that you are watching the children and are not looking at the board. You need to be able to identify who is struggling and with which graphemes.
		<p>Grapheme Flashcards, CEW Flashcards</p> <ul style="list-style-type: none"> Click through the grapheme 'flashcards' in the slides at a good pace, asking the children to say the phoneme corresponding to each grapheme that is displayed. A clicker is useful to keep up the pace. All children should be saying the corresponding phoneme fluently and without hesitation. Ensure that you are watching the children and not looking at the board as they say the phonemes. Notice individuals or groups who are hesitating – and note the graphemes they are struggling with. Repeat the exercise using the CEW 'flashcards'. (They appear after the graphemes, where appropriate. Only CEW that the children have met will be displayed.) If the children mispronounce a phoneme or CEW, say the phoneme/CEW correctly, using 'My turn, your turn' – i.e. Teacher: <i>My turn: /a/. Your turn ...</i> Children: /a/
		
		

Revisit: Blending to Read

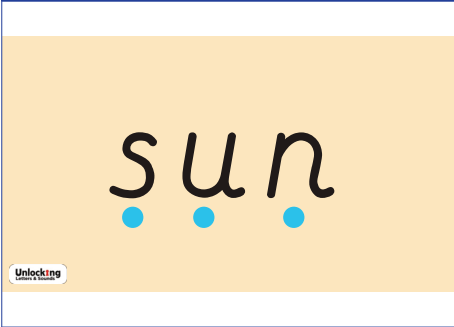
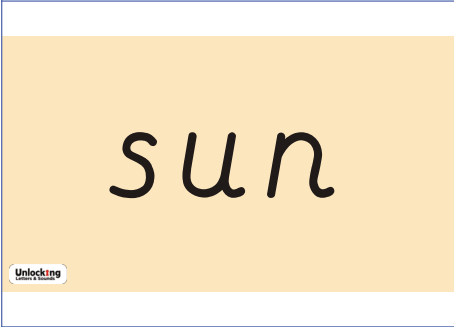
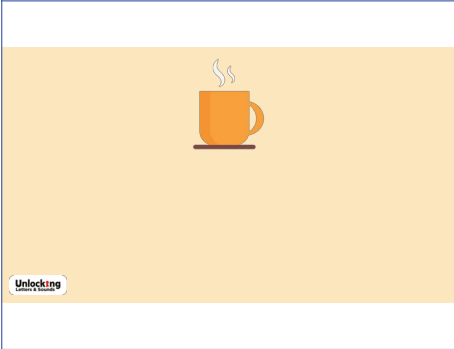

	<p>Revisit: blending to read</p> <ul style="list-style-type: none"> A number of words for reading are displayed in turn. Each word is displayed twice: first with sound buttons, then without. Show each word in turn. First show the word with sound buttons. Ask the children to sound it out and then to blend the word. Then move to the next slide, showing the word without sound buttons. This time encourage the children to read the word without sounding it out. Once the children have read all the words in this way, go back and display each word, without sound buttons, in turn. Ask the children to read the words at a quick pace, but with enough time for the children to read the word. As the children read the words, ensure that you look at the children, not at the board. As before, notice individuals or groups who are hesitating – and note the words (or graphemes) that they are struggling with. If the children mispronounce a word or make a mistake, say the word correctly using 'My turn, your turn' – i.e. Teacher: <i>My turn: get. Your turn ...</i> Children: get
	

Revisit: Oral Blending



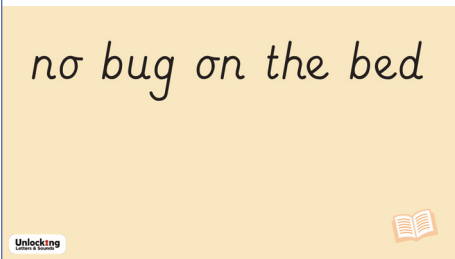

	<p>Revisit: oral blending</p> <ul style="list-style-type: none"> This section does not require the use of the whiteboard/any slides. Sound-talk each word contained in this section of the lesson plan in turn, giving the children time to jump in with the blended word as soon as you have sound-talked it. e.g. Teacher: d-o-g ... Children: dog! Use 'My turn, your turn' to sound-talk and blend each word. If any children need support, sound-talk the words again, increasing the pace of the sound-talking to help the children blend the word. Finally, check the children's understanding of the meaning of each word.
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Teach	
	<p>GPCs</p> <ul style="list-style-type: none"> This is where today's new grapheme is introduced to the children. Show the grapheme on the board and tell the children the corresponding phoneme, whilst performing the accompanying action. The illustration on the slide will remind children of the accompanying action. (Note: please refer to the Actions, Images and Letter Formation document located within the Phase 2 section of the Unlocking Letters and Sounds platform. Within the same section, you will also find model action videos.) Repeat this a number of times.
	<ul style="list-style-type: none"> Then use 'My turn, your turn' to practise the pronunciation of the grapheme, together with the accompanying action. Again, repeat this a number of times. Focus on the action, teaching it to the children. Repeat the action whilst saying the phoneme, using 'My turn, your turn'. Ensure that the children recognise both the upper case and lower case versions of the grapheme. Show the children the slide displaying just the lower case grapheme.
	<p>Forming the grapheme</p> <ul style="list-style-type: none"> Display the slide showing how the letter is written. Tell the children the letter family that this letter belongs to. Ask the children to practise forming the letter shape correctly – in the air and on the floor. Show the children how the letter is written, using the space on the board to the right of the letter to write it a number of times. Ask the children to practise forming the letter on their pads/whiteboards. Monitor how each child forms the letter and provide individual support as appropriate.
	<p>CEW</p> <ul style="list-style-type: none"> In some lessons a new CEW is introduced as well as a new grapheme. (In Phase 2 Lesson 18, the CEW 'into' is introduced.) Display the slide showing the CEW. Tell the children that this is a word that they cannot decode yet, but it is a very common word. They need to learn to read it and say it. Say the word clearly to the children, making sure that they can see your mouth movement. Ask the children to repeat the word, using 'My turn, your turn'.


Practise

		<p>Practise blending for reading</p> <ul style="list-style-type: none"> This section gives children the opportunity to blend words using the new grapheme that they have learned. A number of words featuring the new grapheme are displayed in turn. Each word is displayed twice: first with sound buttons, then without. Show each word in turn. First show the word with sound buttons. Ask the children to sound-talk each grapheme as you point to the sound buttons. Then sweep your finger across the word as the children blend the word to read it. Then move to the next slide, showing the word without sound buttons. This time encourage the children to read the word fluently, without sounding it out. Note: the teacher should not sound out or blend the words with the children. If the children cannot blend the word after two attempts, the teacher should model blending using 'My turn, your turn'.
		
		<p>Practise segmenting and writing for spelling</p> <ul style="list-style-type: none"> Tell the children that they are going to write a word. Ask them to look at the picture on the board. Can they guess the word that they are going to write? If the children guess incorrectly, gently correct them by telling them the word that they will write. (For example, they might see a picture of a mug – the word to segment and write – and call it a cup.) Without displaying the written word, say the word, using 'My turn, your turn'. Using a stretching movement with your hands, say the word slowly to segment it, whilst stretching out your arms. Use phoneme fingers to repeat the segmenting process and count how many phonemes there are in the word. Say with the children how many phonemes the word has. The children can then write each corresponding grapheme on their pads/whiteboards. The teacher can then click to the next slide to reveal the word. The children can then 'Tick or fix' their spelling.
		

Apply

		<p>Write the caption</p> <ul style="list-style-type: none"> In some lessons the children apply their learning by writing a caption or sentence (i.e. a 'write' icon, bottom right on the screen). In other lessons, they read a caption (see below). The first slide shows a picture of an object illustrating the caption that the children will write. Without displaying the written caption, say the caption, using 'My turn, your turn'. Using a stretching movement with your hands, say the caption slowly to segment each word, whilst stretching out your arms. Use phoneme fingers to repeat the segmenting process and count how many phonemes there are in each word. Say how many phonemes each word has with the children. The children can then write the caption on their pads/whiteboards. The teacher can then click to the next slide to reveal the caption. The children can then 'Tick or fix' their spelling.
		
		<p>Read the caption</p> <ul style="list-style-type: none"> If the lesson requires the children to read a caption (i.e. a 'read' icon, bottom right on the screen): Show the caption to the children. (This caption is from Lesson 22). Ask the children to identify where that day's grapheme (in Lesson 22 it is 'b') appears in the caption. Ask the children to identify any CEW they know in the caption. Circle these and read them together. Ask the children to read the caption as you point to each word, sounding out and then blending each word in turn. Then read the caption again, this time without sounding it out. Ask the children to read the caption to their learning partner and to themselves. The teacher can then reveal the picture that accompanies the caption. Note: the teacher should not sound out or blend the words with the children.
		

Revise: Address misconceptions

		<p>Revise</p> <ul style="list-style-type: none"> • Show today's new grapheme again and ask the children to remind you of the corresponding phoneme. • This enables you to assess the children's recall. Make a mental note of any children who may need this shown to them regularly. • Support these children outside the lesson with flashcards. • If a CEW was also taught today, repeat the exercise showing the CEW, asking the children to say the word.
