

# Phonics Lessons at Minchinhampton

## Expectations: rules and routines

**Start-** all children sitting on the carpet **in rows** or at a table as directed, cross legged with **all objects on the floor** in front of them and hands in laps **looking forward** - ready to start lesson.

The bottom 20% of class sitting at the front of the carpet or next to support.

**Remind** children of our **high behavioural expectations** before the lesson begins and throughout:-

insist on **SHELL** – Sit Hands Eyes Listen Learn

refer to the **4P's**:- - **P**ride / **P**articipation/ **P**aying Attention/ **P**erseverance

**Use consequences** on the Relationships Policy where necessary-

Partner class..... send for the HT

Maintain a **rigorous pace** throughout the lesson-

-be sure strategies used do not compromise the pace

Behave like a teacher! **Be true to the learning intention** throughout.

Never hesitate to adapt what you are

Fidelity to a scheme does not equate to unresponsive teaching!

Approach in lesson of '**no child left behind**'

ie methods used for carefully watching/ evaluating/ **insisting on participation / understanding** before moving on. **All adults must be at the front watching children working orally and being responsive. All adults must step in throughout the session to remind/ insist on participation.**

One method that needs to be obvious across the phonics lessons- is **my turn / your turn, my turn / your turn**; if children call out or sound out with the teacher- it becomes increasingly difficult to know if all the children are 'achieving' the sound / are all taking part. Please be explicit with the children that the teacher needs to be listened to when modelling (my turn) and the adults should be watching/listening when children speaking (your turn)

Note when writing, watching them write can be more useful than viewing the final product.

Note when air writing or sounding out etc - as many adults watching as possible to check that all 'getting it'.

Yellow stickies to be used alongside mental notes re which children struggling and with what specific aspects/ need extra support.

Approach to the **writing** elements of the lesson

Note by the time children expected to write, we should have set them up for success with that writing. The writing should not be used to engage children or assess their understanding. It should not be the moment we discover they haven't 'grasped' the sound. If anything more time should be devoted to oracy to the exclusion of writing, if teacher concerned sound not learned.

**Oracy - the seeing, hearing, saying of the sounds must be very clearly prioritised in the lesson. We should only get to the writing when the children are fully confident orally.**


With this in mind henceforth we will not write until we get to the write tab and the follow up tab. During the spelling tab we will only work on oral rehearsal/ children pointing or dragging the graphemes into the right boxes on the screen and/or magnetic letters.

When the children do write you might choose for them to go to their tables- this way there can be no fiddling with pens etc during the oral parts of the lesson and they can be sat down in a good writing posture when they do get to write. Equally you could get the children to stand up to keep hands off the white boards and pens.

## Resources

- 1) Phonics Bug Lessons.
- 2) Flashcards
- 3) Sound mats
- 4) Phonics classroom display
- 5) Lined whiteboards, pens and rubbers.
- 6) Teacher flipchart or own whiteboard - for modelling writing on

## Minchinhampton's Approach to a lesson using Bug Club Phonics

<p><b>Warm up and set the scene</b></p> <p><i>Flashcards pile added to every time new sound taught</i></p>	<p><b>Section - Introduction</b></p> <p>Alphabet Song - practice letter names</p> <ul style="list-style-type: none"> <li>● Lower case</li> <li>● Upper case (capitals)</li> <li>● "These are the letter names."</li> <li>● "What do we use capital letters for?"</li> <li>●  'Wave when we get to the Capital letter for your name.'</li> </ul>
<p><b>Revisit and review previous sounds</b></p> <p><i>Adults to ensure the correct enunciation of consonants when modelling the sounds to the children.</i></p>	<p><b>Section- Revision</b></p> <p>Letters Sounds -</p> <ul style="list-style-type: none"> <li>● "Which sound did we learn yesterday/ earlier in the week?"</li> <li>● Reveal the sound and listen to it</li> <li>● Teacher models the sound- (with action if appropriate)</li> <li>● Children say the sound</li> <li>● Say it back to them with action modelled.</li> <li>● Children repeat with action. Check all children are joining in - respond to need</li> </ul> <p>Reading-</p> <ul style="list-style-type: none"> <li>● Teacher orally models the individual phonemes and at the same time</li> </ul>

	<p>physically models the phonemes using 'points' for individual phonemes, 'lines' for digraphs and 'smiles' for split digraphs against the word on the board</p> <ul style="list-style-type: none"> <li>• Teacher then models blending the sounds together- moving from a 'slow' blend to 'faster' stretched blend. Teacher physically models the blending using 'point and swoop' - including above points, lines and smiles.</li> <li>• Teacher helps children as a class to sound out the word and blend it, then say the whole word</li> <li>• Repeat for all the words or a selection of words</li> <li>• Check all children are joining in -</li> <li>• Pick out individuals -model again and ask individuals to repeat after you -</li> </ul> <p>Writing Spelling -</p> <ul style="list-style-type: none"> <li>• Hear the word (Rec watch doing it and then write it in the air)</li> <li>• Children come up and point / drag the letters on the board into the correct places. Orally rehearse the sounds and the word</li> <li>• Teachers model a selection of the revision words by writing them on the board / flipchart. Children tell the teacher how to spell the word.</li> <li>• KS1 write the word or part of the word on their whiteboards. one word</li> <li>• Handwriting- Reception use basic formation; beginning of Year 1 use precursive; Year 1 into Year 2 use joined cursive as appropriate</li> </ul>
<p><b>1 Teach the new sound</b></p>	<p><b>Section - Lesson</b></p> <p>Introduce the new sound Watch the sound video</p> <ul style="list-style-type: none"> <li>• Watch children saying the sound.</li> <li>• Repeat the sound back when the video tells you</li> <li>• Draw out responses for each picture from the group. They could discuss in pairs then share. Listen to the responses- ask questions like 'can you hear today's sound in it?'</li> <li>• Watch ensuring correct pronunciation – eg position of tongue... wide mouth... closed mouth... lips together...th – tongue sticking out</li> <li>• Ensure pure sounds</li> <li>• Watch carefully for all children achieving this. Anyone struggling, model for them and ask them to repeat.</li> <li>• my turn / your turn, my turn / your turn</li> </ul> <p>Asset bank -</p> <ul style="list-style-type: none"> <li>• Drag the sound onto the board</li> <li>• Then put the words up on the board around the sound</li> <li>• Where is the sound of the day in these words? At the beginning, the middle or the end?</li> <li>• Children to come and point out the sound with the pointing stick</li> <li>• highlight using the highlighter tool</li> </ul>
<p><b>2. Blend words</b> "We are blending to read."</p>	<p>Reading -</p> <ul style="list-style-type: none"> <li>• Teacher orally models the individual phonemes and at the same time</li> </ul>

<p><i>using appropriate terminology where the need arises:-- phoneme, digraph, split digraph.</i></p> <p>NO WHITEBOARDS</p>	<p>physically models the phonemes using 'points' for individual phonemes, 'lines' for digraphs and 'smiles' for split digraphs against the word on the board</p> <ul style="list-style-type: none"> <li>Teacher then models blending the sounds together- moving from a 'slow' blend to 'faster' stretched blend. Teacher physically models the blending using 'point and swoop' - including above points, lines and smiles.</li> <li>Teacher can use the green arrow to show the sounds moving to blend together. Teacher can also use the blend audio button to demonstrate a smooth stretched blend</li> <li>Pupils do it with the teacher- using slow blend. - <b>my turn / your turn</b></li> <li>Watch carefully for all children achieving this. Anyone struggling model for them and ask them to repeat.</li> <li>Repeat for other words.</li> </ul>
<p><b>3. Segment words</b></p> <p>Fingers used to show the sound buttons and line/ smile for a digraph in the air</p> <p>NO WHITEBOARDS</p>	<p>Spelling -</p> <ul style="list-style-type: none"> <li>'We are segmenting to spell.'</li> <li>'What can you hear in.....?'</li> <li>Teacher refers to the phoneme boxes on the screen</li> <li>Teacher may use the digraph picker tool and remind them of the sound of the day</li> <li>On the IWB teacher puts the letters in the correct place and models blending - refer here to letter names along with sounds- into phase 3 and 5 especially.</li> <li><b>children spell the remaining words ORALLY with teacher - identify the individual sounds by segmenting</b></li> <li><b>children come forward to point to the graphemes for a word with pointer or drag the letters into the correct spaces</b></li> <li>Repeat for other words/ pictures</li> <li>Teacher may provide further scaffolding eg filling out the sound of the day or tricky part of word etc to help set the children up for success/ scaffold the learning if this deemed necessary/ supportive.</li> </ul>
<p><b>4. Writing</b></p> <p>WHITEBOARDS NOW</p> <p>(could also be at tables)</p>	<p>Writing</p> <p>Look at the sound of the day - say it - my turn, your turn</p> <ul style="list-style-type: none"> <li>Writing of sound modelled by teacher on flipchart or board- then children practice in the air with staff watching</li> <li>Model of handwriting and then children try</li> <li>Say the sound while writing it in the air</li> <li>Children write the sound of the day on your boards saying the sound as you write it</li> <li><b>If there is a word on the writing tab, teacher model this word in our HW style / FS use the prerecorded model,</b></li> <li>Children follow the model and write the word on their boards</li> <li>Children put sound buttons on their words on their whiteboards</li> </ul>
<p><b>5 Apply Follow up</b></p> <p>WHITEBOARDS</p>	<p>Follow up -</p> <ul style="list-style-type: none"> <li>Hear it- then show the sentence,</li> <li>If your follow up screen is blank you may choose some words or use the asset bank or picture bank</li> <li>Look over sentence identifying sounds of the day/ tricky words etc, - discuss it / picture it</li> </ul>

(could also be at tables)	<ul style="list-style-type: none"> <li>● Teacher might highlight with the pen the sounds and the tricky words</li> <li>● Hide the sentence</li> <li>● <b>Teacher dictates the sentence</b></li> <li>● Children have a go at writing the sentence on whiteboards or part of the sentence</li> <li>● Teacher watches/ supports/ responds to children's attempts -sharing/ modelling on flipchart/board mistakes and guidance</li> <li>● (Some children might write only the word with the key sound/ some</li> </ul>
<b>Wrap up</b>	<p>Wrap up</p> <ul style="list-style-type: none"> <li>● Play the sound video- again (as they line up if necessary)</li> </ul>

### Minchinhampton's Approach to Assessment for pupils

<b>Phonic Tracker</b>	<p>After every 6 weeks of teaching, there will be 1 week of assessing.</p> <p>These assessments will be used to review what interventions are needed for who and inform support during whole group sessions</p> <p>Phonics Tracker will be used for the assessing</p>
<b>Phonic Bug assessments</b>	<p>Where the termly plans show assessment use phonics tracker to do the relevant assessment 1:1</p>

### Phonic Bug Language Lesson- variation on above

<p><b>Warm up and set the scene</b></p> <p><i>Flashcards pile added to every time new sound taught</i></p>	<p><b>Section - Introduction</b></p> <p>Alphabet Song - practice letter names</p> <ul style="list-style-type: none"> <li>● Lower case</li> <li>● Upper case (capitals)</li> <li>● "These are the letter names."</li> <li>● "What do we use capital letters for?"</li> <li>● 'Wave when we get to the Capital letter for your name.'</li> </ul>
<p>Language Irregular</p> <p><i>Adults to ensure the correct enunciation of consonants when modelling the sounds to the children.</i></p>	<p><b>Section- Language Irregular</b></p> <p>Reading -</p> <ul style="list-style-type: none"> <li>● Tell the children that we are going to be reading some 'tricky' common exception words. Explain that this means that we might be able to sound out some of the word but not all of it. We need to learn these words off by heart, just by looking at them.</li> <li>● Reveal the word and listen to it</li> <li>● Teacher models saying the word, perhaps pointing out the parts that could be sounded out and the parts of the word that cannot.</li> <li>● Children say the word</li> <li>● Say it back to them.</li> <li>● Children repeat. Check all children are joining in - respond to need</li> </ul>

	<ul style="list-style-type: none"> <li>● Pick out individuals -model again and ask individuals to repeat after you.</li> <li>● Go onto the next word (there are usually around 3)</li> </ul> <p>Writing Spelling -</p> <ul style="list-style-type: none"> <li>● Hear the word (Rec watch doing it and then write it in the air)</li> <li>● Y1/2 Children come up and point / drag the letters on the board into the correct places.</li> <li>● Tell the children to say the letter out loud that they are dragging. (Later on in the year, Y1 can start to say the letter names)</li> <li>● Orally rehearse the word together.</li> </ul>
<p><b>1 Revisit sounds from the unit and new irregular words.</b></p>	<p><b>Section – Language Lesson</b></p> <p>Revisit sounds from the unit using flashcards/cards on the wall in the classroom.</p>
<p><b>2. Blend words “We are blending to read.”</b></p> <p><i>using appropriate terminology where the need arises:-- phoneme, digraph, split digraph.</i></p>	<p>Reading – Reading sentences that include sounds from the unit and irregular words.</p> <ul style="list-style-type: none"> <li>● As a class, look at the sentence on the board. Teacher points out any of the irregular words that have been taught earlier on in the session and sounds that they have been learning in this unit.</li> <li>● Teacher says the sentence, orally modelling words that need sounding out and just saying any irregular words.</li> <li>● Whole class reads and sounds out the sentence together.</li> <li>● Children say the sentence. Teacher says sentence. Children say sentence.</li> <li>● Go through all the sentences in the same way (usually around 3).</li> </ul>
<p><b>3. Segment words</b></p> <p>Fingers used to show the sound buttons and line/ smile for a digraph in the air</p> <p><b>USING WHITEBOARDS</b></p>	<p>Spelling – Writing a short sentence</p> <ul style="list-style-type: none"> <li>● ‘We are segmenting to spell.’</li> <li>● ‘What can you hear in.....?’</li> <li>● Teacher to sound out words in the air using sound buttons. Teacher may write trickier irregular words on the flipchart/whiteboard for children to see.</li> <li>● Children to all have a go at writing the sentence on their whiteboards.</li> <li>● Teacher to walk around the room, checking for any misconceptions/marvellous mistakes.</li> <li>● Teacher to then model writing the sentence on the flipchart/whiteboard. Teacher to talk, thinking out loud – sounding out words, blending them to check spelling, re-reading sentence to check for sense.</li> <li>● Teacher may provide further scaffolding whilst children are writing eg filling out the sound of the day or tricky part of word etc to help set the children up for success/ scaffold the learning if this deemed necessary/ supportive.</li> </ul>
<p><b>4. Follow up</b></p> <p><b>Coming up with sentences and</b></p>	<p>Follow up</p> <ul style="list-style-type: none"> <li>● Everyone to look at the picture together discussing what they can see.</li> <li>● Teacher to respond to their thoughts by putting their ideas into a short sentence.</li> </ul>

<p>writing them down.</p> <p>USING WHITEBOARDS</p>	<ul style="list-style-type: none"><li>• Children to then come up with a sentence to match the picture.</li><li>• Teacher to edit sentences orally if needed.</li><li>• Children to have a go at writing their sentence down on their whiteboards. Teacher to scaffold and give a short, simple sentence to those that need it.</li><li>• Children encouraged to read their sentence back to check for sense.</li><li>• Adult to check sentences and provide feedback to children.</li></ul>
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### Other points in day- follow up

- Go through flash cards / wall chart display of multiple sounds taught – children say the sound (phoneme) and perform the action for each sound (grapheme)
- Dictate the sounds taught and the children write them down if time allows

### Group reading

Reading link - one of the group reading sessions will be reading a text using the sound from the day on the IWB as a group - see bottom of each bug club phonic lesson plan for link to the books that contain the word