Phonics Lesson Plan

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| Phonics lesson  Date  0/0/2020 | Focus sounds  Phase 4 revise  Phase 2 and 3 GPCs and reading and spelling CVC words | Focus words  Farmyard, lunchbox, whisper, desktop, handstand, chicken | Notes to help you plan your session  Have go noodle set up and ready https://youtu.be/psUPYR235O8  Flash cards for Kim’s game |

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| **Revisit and Review**   * What will be consolidated in this session? * Plan an activity to practise previously learnt sounds/tricky words | Practise reading all GPCs from Phase 2 and 3 that previously some children had struggled with. Play flashcard time challenge – show the cards and see if they can beat their time. |
| **New objectives**   * Which new sounds/tricky words will be taught? | To learn what a syllable is and how it can help us in our reading and writing. |
| **Teach**  (*How are you going to teach the new objective?)*   * Outline the main teaching points * Identify teaching strategies | Write a two syllable word on the whiteboard making a slash between the two syllables e.g. lunch/box. Sound talk the  first syllable and blend it l-u-n-ch lunch. Sound talk the second syllable b-o-x box. Say both syllables lunchbox. Repeat  and ask the children to join in. Repeat with the words: farmyard, windmill, handstand, chicken. Clap the syllables. A syllable is like a beat in a word, not a sound and it can help us with our writing/ |
| Key Questions   * List the main questions you will ask during the main teaching session. | How many syllables do you think is in this word?  Can you write down the word? |
| **Practise** (*Pupil Activities What will the children do?)*   * Plan pupil activities linked to the new objective * Indicate if independent, paired or group work * Plan opportunities for blending and or segmenting phonemes | Play ‘Kim’s memory game’. Children have to look at the objects, close their eyes, one is taken away and they have to identify which one it is and write the word on their whiteboard.  Windmill, whisper, desktop, handstand  Play go noodle video of syllables and children stand up and do it with them.  <https://youtu.be/psUPYR235O8> |
| **Apply**   * Plan an opportunity for children to apply the phonic knowledge they have learnt in this session. E.g. Read or write a caption / sentence using the new sounds/words taught, contextualise learning | Hold up sentence cards (one at a time). Children read the sentence in their heads and then raise their hands when they have finished. Encourage them to blend if they get stuck. Then ask all children to read aloud together.  Sentences: You put a shampoo sandwich in my lunchbox.  Ring the helpdesk and tell them my cat is stuck.  I stuck a little windmill in this sandpit. |
| Assessment  What have the children learnt in this session? |  |
| Reflection   * What worked well? * What would you change? * What have you learnt in terms of your own progress as a teacher of phonics? |  |