

Key features to Ensure Excellence in Every Phonics Lesson

Revise and Review

- **Communal language** introduced, modelled and used.
- **Terminology and articulation.** Introduced at the beginning and throughout.
- **Children hear, say, read and the write focus phoneme.**
- **MOY (my turn, your turn, our turn) Technique (used throughout as appropriate):**
- **My turn:** Explicit modelling of the skill, blending process.
- **Our turn:** Collaborative blending/spelling with use of AFL to step back or jump in as apt.
- **Your turn:** visible progress evident as children have progressed to more speedy blending, or sounding out in their head with no adult support.
- **or**
- **Modelling:** model 1 or 2, children read a few. Again faster for fluency and finally whole word reading (no help). (throughout session)
- **Precision:** intensive blending technique used: Digraph? / Say the sounds, read the word and/or general sound out to read words –c-a-t=cat.
- **GPC recognition skilful, word blending precise.**
- **Tricky words** – steps used to teach and revise. Recall effectively used.

Teach

- Teaching steps elicited with skill and pace.
- Hear, say, read and write opportunities
- Tuned in? Oral Blending and segmenting. Use of visuals.
- GPC explained, model write and terminology used?
- **Precise praise:** ‘well done, good joining of letters to show digraphs.’
- **Paired talk, choral chanting.**
- **Teach in meaning:** ensuring children say a sentence. Children share and celebrate the learning.
- **Focus rapid word read:** children have a rapid word blending input to read at least 4-6 words containing the focus phoneme. This is modelled explicitly as the final part of the introduction of the ‘teach’ section before children have a go. ** A great 1 minute quick booster at different times of the day also.*
- **Reinforcement:** after blending to read a word- **bounce it** to clarify and embed. *i.e r-oa-d= road.... road---road. (though out session too)*

Practise and Apply

- Game, activity has a focus?
- Segmenting is well modelled. MOY enables progress.
- Agreed script used?
- Challenge and scaffolding techniques well deployed?
- **Use sound buttons:** (fingers) to count sounds (non-writing hand).
- **Say the sounds as you write a word:** Insist on children saying the sounds as they write words/ phonemes.
- **Write focus phoneme in a different colour.**

- **Write words on sugar paper** so can revisit / use throughout day and have in sight, i.e on a washing line or near wall sound chart.
- **Teach in meaning:** say a sentence. Occasionally explain or pause to say a sentence. Children repeat. This expands their vocabulary and aids meaning of the word. i.e p-ai-n-t-paint. 'we like to paint a picture.' Children all repeat the sentence collaboratively. This helps pace too.
- Teacher recaps words and focus new phoneme.

Application to sentence level

- **Visible progress:** we are learning.... By the end of the session We can **read/write ...**
- **High expectations:** sentences at the end will be challenging + contain recently taught tricky words.
- **Sentence contains focus words and tricky words.** Links made to grammar and punctuation, handwriting as apt.
- Precision? Challenge? Progress?

General Aspects:

- **Same lesson structure across all classrooms.**
- **Teaching steps** used skilfully. They are precise, participative, with pace and ensure progress.
- **Gesture** - MTTT and instructional talk – consistent across all sessions.
- **Repetition:** repeated practise for fluency. It is better to read 2 or 3 rounds of 8,10 or so words rather than 20 words just once! (throughout session)
- **Word complexity:** words are progressive from simple to 2 syllables. For example: out, shout, clouds, shouting, mountains, etc.
- **Pitch** high and scaffold less able to achieve where higher ability are performing.
- **Point and sweep:** in addition to reading words with sound buttons, point and sweep is useful. Then eventually unsupported with no sound buttons and no point and sweep.
- **Continually revisit:** repeat any phoneme/word children are not secure with, there and then. Bounce it to ensure they all grasp it. Re-run, continually put back into the pack, etc.
- **Strategic Assessment for learning:** ensure all children are secure and other adults are well deployed.
- **Same day additional practise of key learning:** strategic short, sharp session to secure a precise skill, i.e. rapid read of words using new focus sound. Focus rapid (countdown) word blending to repeatedly practise and secure digraph recognition and blending of words containing focus new digraph. Are you ready? - phoneme recognition