

# Phonics and Spelling

Thursday 2nd April 2020

Remember we  
blend to read and segment to write

c + a + t =



# Understanding the progression of a phonics lesson

The suggested lesson format, for teachers to introduce the letter/s-sound correspondences and for each learner to practise his or her phonics skills, is a very simple and routine '**Teaching and Learning Cycle**':

1. **Revisit and review:** Revise old learning of the letter/s-sound correspondences of the alphabetic code taught to date with 'quick-fire' activities. Practise from print-to-sound for reading and from sound-to-print for spelling. Include re-reading word banks, sentences and texts from previous lessons.
2. **Teach:** Adult introduces new learning of the next, or focus, letter/s-sound correspondence and models blending (decoding for reading), oral segmenting (encoding for spelling) and handwriting with a few selected cumulative words.
3. **Learner-practice** at word level: Include the new or focus letter/s-sound correspondence for intensive, personal practice of the three core skills of blending, segmenting and handwriting at word level using the cumulative word banks.
4. **Apply and extend:** Further learner-practice with cumulative Simple Sentences, Sentences and I can read text level resources.

<https://www.theschoolrun.com/phonics-teaching-step-by-step> - General information on phonics vocabulary

<https://phonicsinternational.com/free-resources/> - Information about the **Phonics International** approach to teaching phonics. This site also includes videos demonstrating how to pronounce the phonemes. It is VERY important that these are pronounced correctly to support the reading and writing of phonemes and words correctly,



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**Revisit:**

Take your time and use your cursive script

Practise writing the Year One spelling words –

get  
went  
for  
help  
it's  
from

Teach Our phoneme today is:  
/-le/

-le

little able table cattle

bottle middle saddle

muddle tickle puddle

kettle trickle pickles

The -le phoneme  
comes at the end of a  
word.

# Practise:

Use your *phonics fingers* to sound out these words and then blend to read them.

E.g.

k e tt le

-le

little able table cattle

bottle middle saddle

muddle tickle puddle

kettle trickle pickles

apply



Write a word for each picture using your sound buttons for single phonemes and sound lines for digraphs. Challenge – write a sentence about one of these pictures.

