

Day 1 & 2

Teaching a New Letter

Core Routines: 25 Minutes



Oral Blending

3 minutes

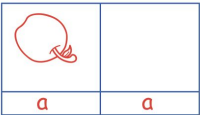


Teach the Letter

7 minutes

Brain Break

 Draw the apple



Draw the Hook Picture

5 minutes



Handwriting

5 minutes

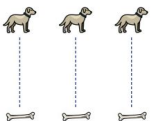
Brain Break

Supporting Skills: 10 Minutes

 Circle words that start with **a**.

Sound Discrimination

5 minutes



Pencil Control

5 minutes

Total Time: 35 minutes

Day 3

Introducing Focus Words

Core Routines: 25 Minutes



Oral Blending

3 minutes



Letter Review

5 minutes



Reading Focus Words

5 minutes

Brain Break

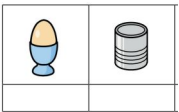


Spelling

7 minutes

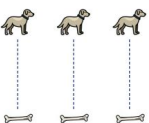
Brain Break

Supporting Skills: 10 Minutes



Phonological Awareness

5 minutes



Pencil Control

5 minutes

Total Time: 35 minutes

Day 4

Practising Focus Words

Core Routines: 25 Minutes



Oral Blending

3 minutes



Letter Review

5 minutes



Reading Focus Words

5 minutes

Brain Break

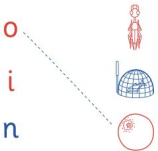


Spelling

7 minutes

Brain Break

Supporting Skills: 10 Minutes



Letter Matching

5 minutes

1. 2.

Dictation

5 minutes

Total Time: 35 minutes

Day 5

Reading Focus Words & Comprehension

Core Routines: 25 Minutes



Oral Blending

3 minutes



Letter Review

5 minutes



Reading Focus Words

5 minutes

Brain Break



Spelling

7 minutes

Brain Break

Comprehension: 20 minutes

See individual lesson plans.

Total Time: 45 minutes

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pan
shop chat

Oral Blending



Lesson Organisation: Before the lesson, select the oral blending cards which match those listed in the oral blending cloud in the workbook.



Behaviour Management

Set the Routine

Remind the children to not shout the word out early.

This gives the weakest readers time to think.



1. Say the Sounds

x 3

Hide the picture.

Sound out the word while pointing to each sound button.

Pause and show a dramatic thinking face. Repeat this three times.



2. "What's the Word?"

Ask "What's the word?".

This allows the pupils to shout out the answer.

Reveal the picture (with a tone of excitement).



3. Reinforce the Word

Use the MTYT technique to lead the pupils in sounding out and saying the whole word.

This solidifies the link between blending and whole word.



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Teach the Letter



Lesson Organisation: The review pile should contain the sounds that the children are already confident on.



Are They Ready To Learn?

Reset the behaviour with "magnet eyes" and "coconut hands".



1. Say the Sound

Introduce the sound using the "My Turn, Your Turn" (MTYT).

Aim to say the sound at least 10 times.



2. Introduce the Picture

Introduce the picture hook.

Isolate the first sound by either stretching or bouncing it.



3. Introduce the Letter

Introduce the written letter.

Show that the letter and the hook picture are the same shape.



4. Reinforce the Link

Use the MTYT technique to model the game.

When the pupils see the picture, they say the picture's name.

When they see the letter, they should say the letter's sound.



5. Review Pile

The purpose of the review pile is to increase the pupils' working memory.

The sound is hidden among other sounds that they are already know.

If the pupils struggle with other sounds, teach these again separately at a later time.



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Draw the Hook Picture



Are They Ready To Learn?

Reset the behaviour with "magnet eyes" and "coconut hands".



1. Teacher Models

Model the teacher version of the hook picture.

Keep the drawing the **same shape and rotation** as the letter.

Whilst drawing, use the 'think out loud' strategy to demonstrate a growth mindset and to emphasise the importance of creativity.

E.g. "The picture of the snake here has triangles on it's back, but I am going to give mine stripes."



Distribute Workbooks

Hand out the workbooks after modelling.

This prevents the pupils from becoming distracted during the modelling process.



2. Pupils Draw

As the pupils draw, keep referring to the hook picture, isolating the first sound by stretching or bouncing.

E.g. ssssssnake, b-b-bat, mmmmmmmountain, c-c-crab



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Handwriting



Are They Ready To Learn?

Reset the behaviour with "fiddle fingers" and "coconut hands". This stops the pupils from fiddling with their pencils during the modelling.



1. Teacher Models

Model the process of writing the letter on the board.

Say the handwriting phrase each time.

This phrase describes the process of letter formation.

Use the handwriting lines to show the letter's scale and position.



2. Air Write

Lead the pupils in the air writing process.

Start by writing the letter as large as possible.

Then gradually decreasing the size each time.

Support the pupils to use the 'pretend pencil' technique so that they can continue to develop their curved pincer grip.



3. Pupils Write

As the pupils write, continue to guide their letter formation by saying the handwriting phrase out loud.

If pupils are still struggling, then the remodel the letter formation in their book, using the MTYT technique.



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h



Letter Review

Lesson Organisation: *The review pile should contain the sounds that the pupils are about to read in the upcoming focus words.*



Are They Ready To Learn?

Begin the lesson by ensuring the pupils are focused.

Use the routines of "Magnet eyes", "coconut hands" and "fiddle fingers" to establish expectations.

h

1. Recap the Sound

Reintroduce the sound using the MTYT technique.

"Earlier this week, we learned the sound 'h'."



2. Recap the Hook Picture

Reintroduce the hook picture.

"What helps us to remember our sound?"



3. Review Pile

Place the new sound into the review pile.

Model the review pile first.

Repeat the process with the 2nd sound



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Reading Focus Words



Are They Ready To Learn?

This is the most important part of the lesson.

If necessary, reset the pupils' concentration with a brain break



1. Teacher Models

Sound out the word.

Point to each sound as you say it.

Then call the word, sliding your finger across as you say it.



2. Read with My Finger

Lead the pupils in sounding out and blending the word.



3. Repeat the Word

Use the MTYT technique and have the pupils repeat the word.

This supports the pupils in developing their automaticity.



4. Show the Picture

Turn the word card round to show the picture.

Use the word in a sentence, placing emphasis on the key word.

*E.g. "I put my book **in** my bag."*



5. "What's the Word?"

Turn the flashcard back to the word before asking "What's the word?" This prompts the pupils to say the word whilst reading it, further developing their automaticity.



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Spelling



Are They Ready To Learn?

Use the "fiddle fingers" and "coconut hands" to ensure that pupils are ready to pinch each word.



1. Say the Word

Tell the pupils the word that they are about to write.

"Our word is _____."



2. Pinch It

Lead the pupils in pinching the word.

Pinch 1 finger per sound. E.g. fish = 3 sounds (f-i-sh)



3. Teacher Models

Model writing the word.

Show letter placement and scale within handwriting lines.

Narrate each letter with its matching handwriting phrase.



4. Pretend Pencils

Lead the pupils in the air writing process.

Say each letter's handwriting phrase.



5. "What's the word?"

Start the pupils by saying, "Your Turn".

Helicopter between pupils during their independent writing.

Keep saying the segmented sounds and then the whole word.

E.g. "our word is s-i-t, sit."



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