



Social



Communication



Interaction



Learning

| The 30:30 Multi-Sensory Literacy Lesson | | |
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| Pupil Name: Child A | New Learning: Set 3 TP 2 ai = /ā/ | Lesson Number: |
| Alphabet/Phonological Awareness (5 mins) Lesson Focus / Comments and Next Steps | | |
| <p>Here the pupil will learn to:</p> <ul style="list-style-type: none"> ✓ Sequence the alphabet. ✓ Say name and sound(s) for each letter. ✓ Know the alphabet concepts. ✓ Identify Initial sounds and rhyme. ✓ Identify sounds in words given orally – CV, CVC, CCVC, CVCC, CVVC (develop gradually). ✓ Segment words into syllables and identify syllable patterns. | <ul style="list-style-type: none"> ✓ Teacher to set out ARC leave C, S, K, J and G in the feely bag ✓ Child A to feel letters, guess what they are and put them in the ARC ✓ Child A to say letters names left to right. ✓ Play long or short medial sound game. Get Child A to segment words into sounds and decide if the vowel is long or short before placing on the grid | |
| Reading and Spelling Packs (5 mins) | | |
| <ul style="list-style-type: none"> ✓ Practise reading and spelling cards. ✓ Practise concept cards (if time). | <ul style="list-style-type: none"> ✓ Practise reading cards ✓ Practise spelling pack ✓ Practise concept cards: flossy rule, digraphs, wh questions, wh or w, suffix double rule, suffix 'es, k at the end of a word, suffix words ending in y. | |
| New Learning (8 mins) | | |
| <ul style="list-style-type: none"> ✓ Introduce one new grapheme, tricky word or concept. ✓ Make the reading card. ✓ Teach how to write the new grapheme. ✓ Make and/or add to spelling cards. | <ul style="list-style-type: none"> ✓ Show Child A pictures of objects with long a /ā/ – and get Child A to identify the common sound in all the words. ✓ Get Child A to match written words to the pictures. Ask what letters are making the /ā/ sound. Point out that it is a digraph and remind Child A of the concept. ✓ Make new reading card ✓ Practice writing ai and joining the letters together (use whiteboard) ✓ Add the grapheme ai to the /ā/ spelling card. ✓ Quickly practice new reading and spelling cards. | |
| Reading and Spelling in Structure (5 mins) | | |
| <ul style="list-style-type: none"> ✓ Read words and sentences with target grapheme, tricky word or spelling rule. ✓ Practise writing words and sentences with the new grapheme, tricky word or spelling rule. | <ul style="list-style-type: none"> ✓ Words for Reading and Spelling: aid, rain, laid, paid, braid, maid, fail, jail, mail, nail, wail, frail, snail, aim, claim, pain, rain, main, brain, chain, drain, grain, plain, stain, bait, wait, trait, train, sprain <p>The frail snail sat on the hill. The man in jail was in chains. It rained again</p> | |
| Supported Reading (5 mins) | | |
| <ul style="list-style-type: none"> ✓ Paired Reading Activity Ensure the book/reading passage is at the right level – they should be able to read it quite fluently, if they are sounding out words in every sentence then it is too hard. | <ul style="list-style-type: none"> ✓ Use reading comprehension card – A day at the beach. | |
| Review (2 mins) | | |
| <ul style="list-style-type: none"> ✓ What have you learnt? ✓ What has helped you? (metacognition). | | |