



Social



Communication



Interaction



Learning

The 30:30 Multi-Sensory Literacy Lesson

Pupil Name: Oliver Twist	New Learning: TP4 s = /s/&/z/	Lesson Number: 3
Alphabet/Phonological Awareness (5 mins)		
Lesson Focus / Comments and Next Steps		
<p><i>Here the pupil will learn to:</i></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"> ✓ Lay out the arc but remove the following letters and put in a feely bag, e.g d,n,k,c,g,j– get him to feel the letter, guess what it is, take out of the bag and place in the arc, saying its name and sound. ✓ Say letter sounds a-z ✓ Say how many sounds in the following words then name the sounds Spit, spot, pots, pans, pets 	
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"> ✓ Practice reading and spelling cards ✓ Practice concept cards 1-7 	
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. 	<p>Letter s = /s/&/z/</p> <ul style="list-style-type: none"> ✓ Show the pictures/word card (all with the letter s) name them together sun, is, has, skip, sip etc. Can he spot the letter which is in all of the words? ✓ Say them again, do they all make the same sound. ✓ Explain the letter s can make two sounds /s/ and/z/ ✓ Sort words into the two sounds ✓ Make a reading card – do reading routine with new card ✓ Demonstrate how to write the letter s ✓ Make spelling cards – do spelling routine for the letter /s/&/z/ NB, also add z to the /z/ spelling card first, if already secure based on assessment. 	
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"> ✓ First read words and sentences then write in his exercise book Words: sat, sip, is, snip, as Sentences: Is it a sin? It is as it is. I sit in it. I snip it. 	
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 comprehension card for paired reading 	
Review (2 mins)		
<ul style="list-style-type: none"> ✓ What have you learnt? ✓ What has helped you? (metacognition). 		