



Social



Communication



Interaction



Learning

The 30:30 Multi-Sensory Literacy Lesson		
<b>Pupil Name: Oliver Twist</b>	<b>New Learning: TP 5 a = /ă/&amp;/ā/</b>	<b>Lesson Number: 4</b>
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"> <li>Sequence the alphabet.</li> <li>Say name and sound(s) for each letter.</li> <li>Know the alphabet concepts.</li> <li>Identify Initial sounds and rhyme.</li> <li>Identify sounds in words given orally – CV, CVC, CCVC, CVCC, CVVC (develop gradually).</li> <li>Segment words into syllables and identify syllable patterns.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lay out the arc but remove the following letters and put in a feely bag – c, m, j, g, s, p, y – 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.</li> <li>✓ Say letter names z-a</li> <li>✓ Say how many sounds in the following words then name the sounds cat, spin, spot, bag, drum, post</li> </ul>	
Reading and Spelling Packs (5 mins)		
<ul style="list-style-type: none"> <li>✓ Practise reading and spelling cards.</li> <li>✓ Practise concept cards (if time).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice reading and spelling cards</li> <li>✓ Practice concept cards 1--7</li> </ul>	
New Learning (8 mins)		
<ul style="list-style-type: none"> <li>✓ Introduce one new grapheme, tricky word or concept.</li> <li>✓ Make the reading card.</li> <li>✓ Teach how to write the new grapheme.</li> <li>✓ Make and/or add to spelling cards.</li> </ul>	<p>Letter a = /ă/&amp;/ā/</p> <ul style="list-style-type: none"> <li>✓ Show the pictures (all with the letter a) name them together. Can he spot the letter which is in all of the words?</li> <li>✓ Say them again, do they all make the same sound.</li> <li>✓ Explain the letter a can make a short or a long sound.</li> <li>✓ Sort words into long and short sounds using the breve and macron cards</li> <li>✓ Make a reading card – do reading routine with new card</li> <li>✓ Demonstrate how to write the letter a</li> <li>✓ Make 2 spelling cards – do spelling routine for the letter /ă/&amp;/ā/</li> </ul>	
Reading and Spelling in Structure (5 mins)		
<ul style="list-style-type: none"> <li>✓ Read words and sentences with target grapheme, tricky word or spelling rule.</li> <li>✓ Practise writing words and sentences with the new grapheme, tricky word or spelling rule.</li> </ul>	<ul style="list-style-type: none"> <li>✓ First read words and sentences then write in book Words: at, sat, pat, tap, it, pit, sit, tip Sentences: Tap at it. Is it a tap? I pat it. I sat. Pat sat</li> </ul>	
Supported Reading (5 mins)		
<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a comprehension card</li> </ul>	
Review (2 mins)		
<ul style="list-style-type: none"> <li>✓ What have you learnt?</li> <li>✓ What has helped you? (metacognition).</li> </ul>		