



Social



Communication



Interaction



Learning

## The 30:30 Multi-Sensory Literacy Lesson

<b>Pupil Name:</b> Oliver Twist	<b>New Learning:</b> TP9 e= /ĕ/ & /ē/	<b>Lesson Number:</b> 5
<b>Alphabet/Phonological Awareness (5 mins)      Lesson Focus / Comments and Next Steps</b>		
<p><i>Here the pupil will learn to:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Sequence the alphabet.</i></li> <li>✓ <i>Say name and sound(s) for each letter.</i></li> <li>✓ <i>Know the alphabet concepts.</i></li> <li>✓ <i>Identify Initial sounds and rhyme.</i></li> <li>✓ <i>Identify sounds in words given orally – CV, CVC, CCVC, CVCC, CVVC (develop gradually).</i></li> <li>✓ <i>Segment words into syllables and identify syllable patterns.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Set out the Arc with a timer</li> <li>✓ Point to random letters and get him to say the name and sound(s) it makes.</li> <li>✓ Get him to break up CVC and CCVC words into sounds.            Words to use <b>cop/dog/slip/slap</b> <ol style="list-style-type: none"> <li>1. Get him to repeat the word</li> <li>2. Say how many sounds</li> <li>3. Take the letters out of the arc</li> </ol> </li> </ul>	
<b>Reading and Spelling Packs (5 mins)</b>		
<ul style="list-style-type: none"> <li>✓ <i>Practise reading and spelling cards.</i></li> <li>✓ <i>Practise concept cards (if time).</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Do the reading routine</li> <li>✓ Do spelling on whiteboard or exercise book</li> <li>✓ Do concept cards.</li> </ul>	
<b>New Learning (8 mins)</b>		
<ul style="list-style-type: none"> <li>✓ <i>Introduce one new grapheme, tricky word or concept.</i></li> <li>✓ <i>Make the reading card.</i></li> <li>✓ <i>Teach how to write the new grapheme.</i></li> <li>✓ <i>Make and/or add to spelling cards.</i></li> </ul>	<p>Show pictures of words with e (use New Learning - Letter 'e')</p> <ul style="list-style-type: none"> <li>✓ Get him to say the words.</li> <li>✓ Can he guess the target sound?</li> <li>✓ Sort pictures into long and short sounds using the breve and macron cards</li> <li>✓ Make the new reading card</li> <li>✓ Do the reading routine for just the new cards</li> </ul> <ul style="list-style-type: none"> <li>✓ Model how to form the letter using a sandtray/whiteboard etc</li> <li>✓ Get him to form the letter</li> <li>✓ Make spelling cards for /ĕ/ &amp; /ē/</li> <li>✓ Do spelling routine for just the new cards</li> </ul>	
<b>Reading and Spelling in Structure (5 mins)</b>		
<ul style="list-style-type: none"> <li>✓ <i>Read words and sentences with target grapheme, tricky word or spelling rule.</i></li> <li>✓ <i>Practise writing words and sentences with the new grapheme, tricky word or spelling rule.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice reading and writing words in structure.</li> <li>✓ Read words and sentences then write in his book            Words: ten, pen, pet, sent, spent, tent, test, pest            Sentence: Pat snaps pens. I sent ten pens. I spent it. I sit in a tent. Pat is a pest.            NB: select one or two sentences.</li> </ul>	
<b>Supported Reading (5 mins)</b>		
<ul style="list-style-type: none"> <li>✓ <i>Paired Reading Activity</i>  <i>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.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a comprehension card</li> </ul>	
<b>Review (2 mins)</b>		
<ul style="list-style-type: none"> <li>✓ <i>What have you learnt?</i></li> <li>✓ <i>What has helped you? (metacognition).</i></li> </ul>		