### Unit 1

### Target phonemes — **s m c t g p a o** Date:

### Lesson 1 of 10 Teacher:

### What I'm teaching:

- Explore and experiment with sounds, words and text
- Link sounds to letters

### What we're learning:

We are learning to match some sounds and letters together to help us read and spell words.

### How did we do?

I will be able to recognise and pronounce at least 4 new phonemes.

#### What I need:

- Teacher's board with magnetic letters
  s m c t g p a o arranged in a line
- Individual Fly Swatter sheet 1 per child
- Thumbs up? Thumbs down? (pg 118) game rules

### Getting ready:

Seat the children on the carpet facing the teacher's board. Seat any children requiring support at the front. Have the LSA at the back ready to support as required.

### Tuning in

Display and share childspeak learning intention and success criteria with the class.

### Learn with me

Display the teacher's whiteboard with magnetic letters. Select the letter 'S'. Slide it to the middle of the board; as the letter is moved pronounce the phoneme /s/. Have the children repeat the phoneme after you. Check for correct pronunciation with the whole class. Select individual children to pronounce phonemes to ensure understanding. Repeat for each of the target phonemes.

### Your turn

Give each child an *Individual Fly Swatter* sheet with the target phonemes written on the flies. Slide the letter 'S' to the middle of your whiteboard, ask the children to look at the letter and say the phoneme. Then ask the children to locate the phoneme on the sheet, point to it and say the phoneme. Repeat for the remaining phonemes. To extend this activity, more able children could work with the LSA. The adult says the sound rather than showing it on the magnetic board. Children then locate correct phoneme independently.

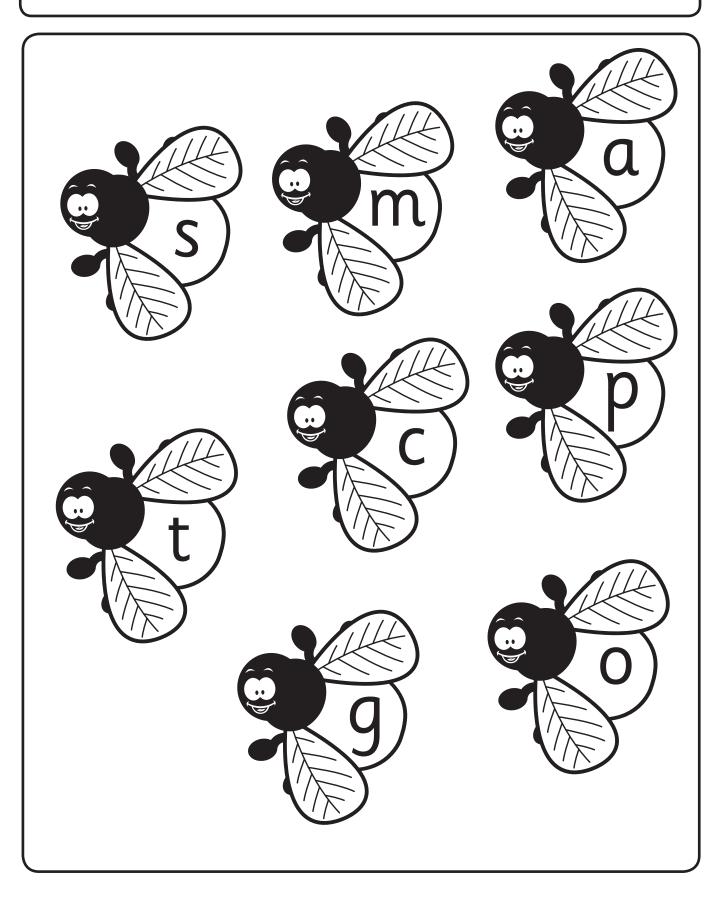
### **Back together**

Review the childspeak target and success criteria. Play *Thumbs up? Thumbs down?* using phonemes rather than words. In the box below record the names of any children who cannot recognise at least 4 of the 8 phonemes.

Record of children requiring extra support.	Ideas for extra support.
E	Ask an LSA/parent to repeat main lesson with those children identified as requiring extra support. Ensure that the phonemes are pronounced correctly by the adult.
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## **Individual Fly Swatter**



## **Thumbs Up? Thumbs Down?**

### What does this game do?

- Reinforces phoneme grapheme correspondences.
- Reinforces blending phonemes to read words.
- Reinforces how to segment words into phonemes in order to spell.

### Set up

- Have a word list handy that contains all the words that can be made using the target phonemes.
- Children should be able to see the teacher's whiteboard clearly.
- Give each child a mini-whiteboard and a marker pen.

### How to play

1. Write a word on the board, for example, 'cat' but tell children the word is cot

2. Ask the children to put their thumbs up if they think the word you have written is correct and to display thumbs down if it is not

3. If the children give you the thumbs down ask them to explain why. Have them sound out the word and then write it correctly on their mini-whiteboards

4. If the children give you the thumbs up ask them to explain why. Give praise for great reading

### Make it harder, make it easier!

For more able children, write words on your board that are very similar so that only one letter is incorrect.

To make it easier have children work with a more able buddy. You can also make this activity easier by writing words on your board that are obviously wrong.



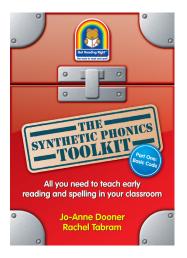
### Word List for Unit 1



smctgpao

	3 Pho	neme Word	S	
			-	
map	рор		сор	
cat	mop		gas	
cap	cog		sap Sam	
gap		tag		
got act		cot tot		
				Tom Mog
tap mat	top pot		Pat	
pat	sat		1 at	
put	Suc			
	Exter	nsion Words	<u> </u>	
	V	C Words		
at				
am				
	4 Pho	oneme Word	S	
lamp		spam		
camp		smog		
stag		spat		
stop		spot		
	5 Pho	neme Word	S	
stamp				
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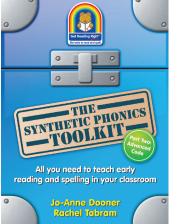
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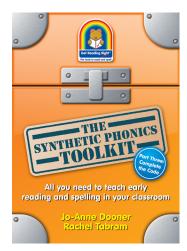
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