

Organisation for Progression

Model A.

Visible progress must progress to sentence level. Explicit use of taught phoneme (with cumulative phonemes) plus tricky words in reading and or writing.

| | <i>Revise and review</i> | <i>Teach new phoneme X1 per day</i> | <i>Practise</i> | <i>Apply + Revise key learning</i> |
|----|--|--|---|--|
| M | 1. Phoneme recognition 2. Collaborative word reading- Countdown 1. Our turn 2. Your turn X1,2 CEW per week | End this section with a focus rapid word read. | Get up and Go! (R) Cross the river Magnetic tiles – word building. Full circle/ word making (R) Word sorting/matching (R) | Read a sentence. |
| T | | | Sound buttons/Grapheme frame (SP) | Read a sentence. |
| W | | | Sound buttons(SP) | Read a sentence. |
| Th | +Recall | | Sound buttons (SP) | Write a sentence |
| Fr | +Recall | | Sentence work (W) 1. Write it (model and teach) 2. Dictate (assess) | Focus rapid word read (AFL- Revise key learning) |

Tip: Daily dictation in addition to the phonics session as an additional practise session. Use the sentences from the prior day (applied at end of session) for daily dictation at a separate time, i.e after lunch.

Model B:

| | <i>Revise and review</i> | <i>Teach new phoneme X 4 per week</i> | <i>Practise</i> | <i>Apply + Revise key learning</i> |
|----|--|--|---|--|
| M | 1. Recap Phonemes 2. Collaborative word reading | End this section with a focus rapid word read. | Get up and Go! (R) Cross the river Magnetic tiles – word building. Full circle/ word making (R) Word sorting/matching (R) | Daily dictation |
| T | | | Sound buttons/Grapheme frame (SP) | |
| W | | | Sound buttons(SP) | |
| Th | +Recall | | Sound buttons (SP) | |
| Fr | +Recall | | Sentence work 1. Write it (model and teach) 2. Dictate (assess) | Focus rapid word read (AFL- Revise key learning) |

Tip: Same day intervention: Additional practise session.