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| This is an example of how to teach students to read and write the phonemes they can hear and say.  This lesson is an introduction for early readers and writers who have some basic phonemic awareness skills. Before undertaking this lesson, your students should be able to:   * Orally isolate phonemes in words, in the initial, medial and final positions.   For example, they can answer the following questions correctly: What phoneme is at the beginning of sat? Where is the /t/ phoneme in hot? Is the /a/ phoneme in cap at the beginning, middle or end of the word?   * Orally blend and segment one syllable words that have 2-3 phonemes, segmenting down to the smallest unit of sound.   For example, they can segment the word dog /d/ /o/ /g/. If you give a segmented word (such as /m/ /a/ /n/) they can blend the phonemes to say ‘man’.  So at this stage of instruction, students should already be confident isolating phonemes, blending phonemes and segmenting words in one syllable words that have 2-3 phonemes. They should have an awareness that what comes out of our mouth can be segmented down to the smallest unit of sound.  Resources you will need for this lesson:   * A device with which you can view this PowerPoint * A workbook and pencil or whiteboard and pen * Optional: magnetic or plastic letters, Elkonin boxes |
| |  | | --- | |  | | Looking at our Learning Intention…  ***Today we are learning to match graphemes to phonemes so that we can read and spell words.***  ***Can you tell us what we are learning today?***  [Student responds by repeating the statement]  ***Great. Today we are learning to match graphemes to phonemes. That means we are learning the ways to write the sounds we hear in words. This will help us with our reading and our writing.***  The learning objective clarifies the purpose and reason for the lesson. It is important to share this with students so that they can self-regulate and take control of their own learning. | |

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| ***Let’s look at our Success Criteria. I can write the graphemes that represent phonemes.***  ***How we will know if we are successful?***  [Student responds]  ***This is how we know. Firstly, I can write the graphemes that represent phonemes. This means we will be writing letters for the sounds we already know. Secondly, I can read and write at least 3 words. So by the end of the lesson, you should be able to read and write some new words. Isn’t that exciting!***  ***Today the graphemes we learn will be single letters but sometimes they are two or three letters all together. Let’s get started!***  Sharing the success criteria with students promotes their active engagement in the lesson and critical thinking in relation to the specific skills being taught.  This is also the opportunity to share the relevance of the lesson in relation to the big picture of their lives and as part of the learning sequence |

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| ***Let’s start with some practise- when the grapheme comes up on screen, I want you to write it in the air with your finger and say the phoneme.***  ***Ready? Here we go…***  *Go through the graphemes at a reasonable pace that ensures students have time to read and say the phoneme for each grapheme. Do not flick through too quickly. The aim is to ensure the students’ phoneme-grapheme correspondence is becoming automatic. If teachers flick through too quickly, the risk is that students may say the previous phoneme and lose any phoneme-grapheme correspondence.*  *When using a synthetic approach to teaching phonics, it is important that each grapheme is presented clearly and explicitly.* |

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| You may feel the temptation to add images, pictures or borders. Remember to keep the board clear for the clear target of instruction.  [Students write the grapheme in the air and say the phoneme /t/]  The purpose of this section: There is a very strong connection between body movement, the symbol/grapheme and the sound/phoneme. This allows for stronger mapping and helps students cement their learning. This activity can also be used as a strategy in the future. When students are writing or reading, they can associate the grapheme and phoneme with the kinesthetic movement. |

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| ***[Students write the grapheme in the air and say the phoneme /a/]*** |

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| ***[Students write the grapheme in the air and say the phoneme /p/]*** |

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| ***[Students write the grapheme in the air and say the phoneme /a/]*** |

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| [Students write the grapheme in the air and say the phoneme /s/] |

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| ***[Students write the grapheme in the air and say the phoneme /p/]*** |

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| ***[Students write the grapheme in the air and say the phoneme /t/]*** |

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| *[Students write the grapheme in the air and say the phoneme /s/]* |

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| [Students write the grapheme in the air and say the phoneme /a/] |

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| ***Let’s practise some blending to read some words.***  ***Say the phonemes represented by these letters as they move into the Elkonin boxes with me. Ready ….***  ***/s/ …….. /a/…………/t/ sssssaaaaat sat***  ***Let’s try and make another word.***  Variation: Have loose letters instead, such as magnetic letters, and have the teacher physically move them to make words. |

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| ***Have a go at this one by yourself. Ready?….***  ***/t/ …….. /a/…………/p/ taaaaap tap***  ***Let’s try another one.***  Variation: Have loose letters instead, such as magnetic letters, and have the teacher physically move them to make words. |

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| ***Have a go at this one by yourself. Ready?….***  ***/s/ …….. /a/…………/p/ ssssaaaaap sap***  ***Let’s try another one.***  Variation: Have loose letters instead, such as magnetic letters, and have the teacher physically move them to make words. |

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| ***Now we’re going to see if we can remember to use those blending skills to read the words.***  ***When the word comes on the screen. Say it slowly, then blend it altogether to say the word.***  ***Ready? Here we go…***  Go through at a reasonable pace that ensures students have time to say the word slowly first and then blend together if they need to. Do not flick through too quickly. The aim is to ensure the students’ phoneme-grapheme correspondence and blending is becoming automatic. |

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| ***/s/…./a/ …../t/***  ***Blend it together….sssssaaaaaat***  ***The word is sat.*** |

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| ***Let’s try that again with this word.***  ***/t/…./a/…./p/***  ***taaap***  ***tap***  ***Will you please turn off the tap?*** |

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| ***Can you do this one yourself. Out loud, say the phonemes slowly and then blend through the word.***  ***What word is it? Sap.***  ***Trees have sap inside them.*** |

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| ***Here is another word. Say the phonemes slowly out lod and then blend them together to read the word.***  ***What word is it? Pat***  ***The dog likes a pat.*** |

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| ***Remember the 4 steps that we use when writing words.***  ***First we say the word.***  ***Then we segment the phonemes.***  ***Then we write down the graphemes.***  ***Lastly, we check to see if we spelt the word correctly.*** |

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| ***Let’s segment this word together.***  ***/s/ /a/ /t/***  And we can blend them back together  ***sssssaaaat*** [blending modelled by teacher]  ***The word is...?***  [Class replies ‘sat’]  ***Yes, the word is sat*.**  Students should be taught enough letters together to be able to blend immediately (synthesising). The letters covered in this example allow for blending a number of words (e.g. tap, sat, sap, pat). Some students may even begin to read four letter words (taps, pats).  The arrows underneath the words on the next few slides are to remind students that English is read from left to right. Some languages do not read from left to right, and knowing the background and literacy skills of your students will help you teach to their needs. |
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| ***Now we are going to write sat.***  ***Say the word sat*** [students say the word sat]  ***Now segment it*** [students say /s/ /a/ /t/ ]  ***Now see if you can remember the graphemes for each phoneme in sat /s/ /a/ /t/*** [allow enough time for students to write the word, encourage them to repeatedly say the phonemes if they need support]  [Students write the word sat]  ***Are you ready to check it?***  Decoding and encoding need to be concurrently in order to strengthen connections.  We can introduce the image now, to help students make the link between a physical action they can see or do, and words, and the graphemes used to represent the smallest parts of the words we say. This also acts as a prompt so students can remember the word they are trying to write. |

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| ***The word was sat. Did you spell it correctly?***  ***/s/ /a/ /t/***  ***sat***  Providing a prompt question encourages students to review their word, and gives them opportunities to self-correct.  It is critical that the teacher provides immediate feedback to students at point of error, so students do not practise the incorrect spelling. However, this needs to be balanced with the ability of students to be able to check their own work and determine if they have any mistakes. One way to do this could be for students to check their work, then turn their whiteboard to face the teacher. The teacher gives appropriate feedback and corrects anyone who did not spell it correctly, e.g. “Great try, check yours again before showing me”.  Note: Be mindful of the images you select. In this lesson, sat could be mistaken for chair. Tap could be mistaken for drip. Pat could be mistaken for dog. If students are completing independent activities following this lesson, using the same images as those in the introductory part of the lesson alleviates the ambiguity of the words and pictures when practising independently.  ​  ​ |

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| ***Great work! Let’s segment this word together:***  ***/t/ /a/ /p/***  ***taaaap*** [blending modelled by teacher]  ***The word is...?***  [Class replies ‘tap’]  ***Yes, the word is tap*.**  ***.*** |

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| ***Now we are going to write tap. Remember, the four steps that we use when writing words: First we say the word, then we segment the phonemes, then we write down the graphemes that represent each phoneme, then we check to see if we got it right. Let’s practise now.***  ***Say the word tap*** [students say the word tap]  ***Now segment it*** [students say /t/ /a/ /p/ ]  ***Now see if you can remember the graphemes for each phoneme in tap /t/ /a/ /p/*** [allow enough time for students to write the word, encourage them to repeatedly say the phonemes if they need support]  [Students write the word tap] |
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| ***The word was tap. Did you spell it correctly?***  ***/t/ /a/ /p/***  ***tap*** |

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| ***Great! Let’s try one last one. Let’s segment this word together:***  ***/p/ /a/ /t/***  ***paaaat*** [blending modelled by teacher]  ***The word is...?***  [Class replies ‘pat’]  ***Yes, the word is pat*.** |

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| ***Now we are going to write pat. Remember the four steps that we use when writing words: First we say the word, then we segment the phonemes, then we write down the graphemes that represent each phoneme, then we check to see if we got it right. Let’s practise now.***  ***Say the word pat*** [students say the word pat]  ***Now segment it*** [students say /p/ /a/ /t/ ]  ***Now see if you can remember the graphemes for each phoneme in pat*** [allow enough time for students to write the word, encourage them to repeatedly say the phonemes if they need support]  [Students write the word pat] |

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| ***The word was pat. Did you spell it correctly?***  ***/p/ /a/ /t/***  ***pat*** |
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| ***Look at the words at the bottom. Which word matches the picture? You might need to blend the phonemes to help you work out each word.***  ***The picture shows a tap, so which word says tap?***  ***When you think you know, point to it!***  [Wait until all students are pointing]  ***Let’s see if you’re right…*** |

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| ***Great work!*** |

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| ***Look at the words at the bottom again. Which word matches the picture? Remember blending each word can help you work it out.***  ***The picture shows sat, so which word says sat?***  ***When you think you know, point to it!***  [Wait until all students are pointing]  ***Let’s see if you’re right…*** |

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| ***Excellent you are pointing to sat*** |
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| ***Which word matches the picture?***  ***The picture shows a pat, so which word says pat?***  ***Point to it!***  [Wait until all students are pointing]  ***Let’s see if you’re right…*** |

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| ***Fabulous – you read the word that says pat*** |

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| ***Which word matches the picture?***  ***The picture shows some sap, so which word says sap?***  ***Point to it!***  [Wait until all students are pointing]  ***Let’s see if you’re right…*** |

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| ***Excellent*** |
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| ***Let’s look back on our Learning Intention.***  ***Did we learn to match graphemes with the sounds, or phonemes that we know?***  ***Did we use that to help us to read and write words?*** |

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| ***What about our Success Criteria?***  ***We said that we would be successful today if we could use the graphemes that represent phonemes to read and write words.***  ***Were you able to do that?*** |

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