Introduce - core phonics lesson

Once you select a letter-sound you will be taken to a screen with the following activities:

1. **Revisit:** previously taught letter-sounds

2. **Tricky Words:** words that have one or more unusual letter sequences e.g. people.

3. **Teach:** focus letter-sound and formation.

4. **Blend:** Read words that include the focus letter-sound.

5. **Apply:** Includes a caption for dictation and a fully decodable reader for practise.

1. Revisit - oral blending

A variety of oral blending games are conducted at the start of each phase 2 core phonics lesson.

Oral blending game: (mix up the order)
Can you touch your ... ?

h-ea-d   t-o-p   ch-ee-k   h-ee-l

Oral blending game:
Can you do these actions?

- **c-l-a-p your hands**
- **n-o-d your head**
- **t-a-p your food**

Oral blending game: (mix up the order)
Which animal ... ?

f-r-o-g   c-a-t   f-i-sh   b-a-t

Oral blending game:
Can you touch your ... ?

l-e-g   ar-m   b-a-ck   f-oo-t

Revisit - previous letter-sounds

Start every core phonics lesson by revisiting previously learnt letter-sounds.

1. Start by showing the picture mnemonic, then the corresponding letter-sound.
2. Next, click on the 'speedy sounds' button to run through the letter-sounds without the picture mnemonics.

Note: Revisit, Tricky Words, Practice are not taught for the first lesson /s/.

2. Tricky words

Tricky Words are words that have one or more unusual letter sequences e.g. *is, the, people*
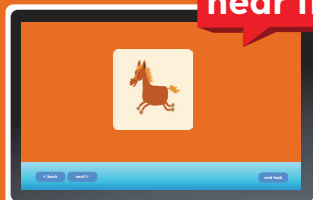
the

1. Review previously taught tricky words.
2. New tricky words are labelled 'new'.

Note: the first tricky word taught is included with the lesson for /i/. Further guidance is provided on how to teach tricky words.

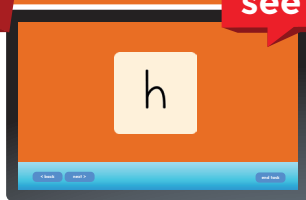# 3. Teach - letter-sounds

All lessons follow this sequence:

1.
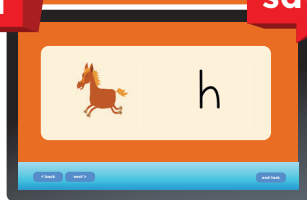Say the *pure* sound, saying the mnemonic at the end (e.g. *h horse*).

2.
See the letter-sound and say the *pure* sound, saying the mnemonic at the end (e.g. *h horse*).

3.
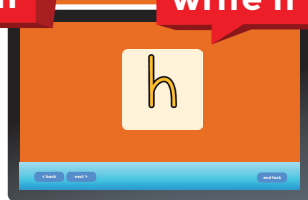Point to the horse and say *h-horse* and to the *h* and say *h*. Repeat with the children joining in.

4.
Children use their fingers in the air to copy the letter formation as you say it. e.g. "Start at the top, down up and around."

4. Blend - blending for reading

Blend words from right to left only using words that contain previously taught letter sounds.

hot

Note: blending for reading is introduced in the lesson for /p/. Further guidance is provided on how to teach blending for reading.

4. Apply - reading a caption and matching decodable book

his hat has a rim

Pop had a nap on his deck.
Kit had a nap on the deck.

Sam hid the carrots
in his sack.