

Review - reading captions

pin in a tin

1. Read the caption 'a pin in a tin'.
2. Ask the children to sound-talk the first word, raising a finger for each phoneme then say the word (e.g. p-i-n - pin)
3. Repeat 3 for the remaining words.
4. Ask the children to say the whole caption.

Review - tricky words

Sam is at a mat

1. Explain that there are some words that have a tricky part.
2. Use the caption ***Sam is at a mat*** (found in */i/* apply), pointing to each word, then point to the word 'is' and read it again.

Review - tricky words



is

3. Draw children's attention to the letter-sound correspondence (GPC) that they already know (*i* in **is**).
4. Discuss the tricky bits of the word (e.g. '*s*' does not make the same sound for /s/ already learnt as in **Sam**).
5. Read the word a couple more times. Encourage children to read the word and refer to it regularly throughout the day.

Review - dictation

phase

caption/sentence

writing example

Phase
2

pin in a tin

pin in a tin

Phase
3a

Rush to the shop.

rush to the shop

Phase
4a

I had to sprint to the spring fair.

I had to sprint

Phase
5a

We are proud of our car.

We are proud



After the core phonics lesson, dictate the caption/sentence of the day. Children use pencil and paper to write out the caption/sentence. As the children progress, so will their handwriting and spelling accuracy.

Review - reading decodable books

Children should read each book 3 times:

First: In the core phonics lesson with the teacher.

Second: Independently or in a small group later that same day.

Third: At home with a parent/fluent reader in the afternoon or evening.

If you wish to use the physical versions of the readers and do not have enough copies for all children to read then repeat reading the same book over multiple days.

When reading with a child:

If a child is stuck on a word say: 'The sound is __,' or, 'The sounds are __ __ __.'

If the reader still struggles, provide the word and carry on.

Always use pure sounds (e.g. 'p' - 'a' - 't' not 'puh' - 'a' - 'tuh').



Review - small group practice reading sessions

1. Ideally, sessions consist of one trained practitioner and six children using the same matched decodable book. Initial reading sessions with any book will focus on decoding skills.
2. Before reading the book, use mnemonic cards with the children to run through the focus sounds in the book.
3. Read through the lists of words on the inside cover that use the new focus sound(s) and tricky words. Use flash cards for reinforcement.
4. Ask each child in turn to read a page from the book. The first time you read each new book, the focus should be decoding. Children apply their phonic knowledge and develop their fluency.

5. If you have time for an extra session with the same group the focus should be on prosody/fluency, increasing the pace of reading, looking for meaning, stress and intonation. Children should be confident in automatically applying the decoding skills, and reading with greater accuracy and fluency.
6. Finally, use the comprehension questions. These focus on prediction, deduction and inference skills. Go back to certain pages and ask how the characters were feeling. With all comprehension questions, encourage the children to give evidence. e.g. Instead of “Ben was happy,” say, “I know they were happy because...”