

Example Plan for Lesson 1 in the Accelerated Programme

Lesson Plan for 1 hour		
Name: _____		
Date: _____		
Lesson Number: 1 Revision: reading and spelling of cvc words		
New Teaching Point(s): vowels and consonants (TP1), BME (TP2), 's' blends (TP3)		
Time	Content/Item	Comments / Observations
12 mins	<p>Alphabet/dictionary work</p> <p>Pupil sets out the alphabet arc from A to Z as quickly as possible, naming each letter (CC3 and 4). Pupil touches each letter saying name and sound. Pull down the vowels and check if pupil knows what they are and why they are important. Introduce concept of vowel (TP1) using CC6. Teach concept of consonant (TP1) using CC7. Reinforce these concepts by giving 4 or 5 letters and checking how the sound is made using a mirror or hand under chin. Play 'letter snatcher' (p 139) <i>Leave arc out.</i></p>	Time taken =
5 mins	<p>Revision</p> <p>Using the alphabet letters make the rime 'at' and challenge the pupil to make and say as many cvc words as they can. Repeat using 'up' and 'en'.</p>	Words made:
35 mins	<p>New Teaching Point(s)</p> <ol style="list-style-type: none"> <i>Teach concept of BME (TP2):</i> pupil listens to words: telephone, taxi, timing, ten, topic, and identifies where they hear the /t/ sound. P listens to: jet, seat, jacket, foot, coat, and identifies where they hear the /t/ sound and then a list with /t/ in middle: letter, water, kitten, pattern, button. Introduce Concept Card 5 (BME) <i>Discovery Learning -Introduce blend 'sp' (TP 3):</i> give pupil pictures of spider, spade, wasp, spoon, spaceship – pupil identifies the common sound. Pupil listens to a list of words: clasp, whisper, jasper, crisp, spangle, spend, spill, asp and practises BME by putting counters on BME sheet (Fig V.12). Use tracking sheet (Fig V.14: tracking sheet 2) P tracks for 'sp'. Introduce Concept Card 10 (blend). <ul style="list-style-type: none"> <i>Introduce 'st':</i> pupil identifies common sound in pictures of stone, list, steps, plaster, star, nest, stable, statue, burst, first and sorts them in three piles for BME. Tracking sheet (teacher made) for words with 'st' blends. <i>Introduce 'sn':</i> pupil listens to pairs of words and identifies which has target blend /sn/: snap – slap, snow – soft, pour – snore, snap – tack. Put the lower case letters s, t, p, n, m, k, z in a feely bag, pupil has to pull out the two letters that make the blend 'sn'. Discuss where /sn/ is heard in words. <i>Introduce 'sm':</i> pupil sorts pictures into two piles ('sn' and 'sm') – smoke, smack, smile, snack, snore, small, snail, snow. Show words with 'sm': smog, smell, smoke, smile, prism, spasm –pupil circles the blend. The teacher reads the words, pupil listens and notes what is different when 'sm' comes at the end of the word. Introduce <i>handwriting routine</i> for 'sp', 'st', 'sn' and 'sm'. Make <i>reading and spelling cards</i> for 'sp', 'st', 'sn' and 'sm'. 	Spelling cards: /sp/ (BME), /st/ (BME), /sn/ (B), /sm/ (B)
3 mins	<p>Quick Review</p> <p>Check P can recall what a blend is and which blends they learned today. Put arc away naming letters, starting at 'z'.</p>	
5 mins	<p>Game</p> <p>Play pelmanism game using the words: spin, snip, snap, smog, smug, spit, spot, step, stop, stag, snag, snug</p>	



Downloadable:

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