

Example Plan for Lesson 2 in the Accelerated Programme

Lesson Plan for 1 hour		
Name: _____ Date: _____ Lesson Number: 2 Revision: vowels and consonants (TP1), BME (TP2), and 's' blends (TP3). New Teaching Point(s): Suffix 's' (plural) (TP4) and short/long vowel sound		
Time	Content/Item	Comments / Observations
14 mins	Alphabet/dictionary work Pupil sets out the alphabet arc from A to Z naming each letter. Pupil touches each letter saying name and sound. Pupil takes out the five vowels – revise CC6. Check pupil knowledge of other letters in the arc. Revise CC7. Pupil listens to some words containing short vowels sounds and points to the letter that makes the vowel sound (e.g. red, stop, pink, ant, stunt). Repeat the exercise with words containing a long vowel sound (e.g. ape, cold, me, rind, use). Discuss the difference in vowel sound between the words 'ant' and 'ape' and identify which is longer. Use CC15. Challenge pupil to make a word for each vowel using as many consonants as possible. P reads words and identifies if the vowel is short or long. Count how many letters are left in arc. <i>Put arc away starting with the vowels and then the consonants.</i>	Time taken = Words made:
6 mins	Revision Use grid 6 x 6 for precision teaching using words: step, past, lisp, smug, spun, snap (TP 30 in main programme). Pupil reads the words across and then down as quickly and accurately as possible. P looks at the words in the grid and highlights the 's' blends. P checks which position each blend can be found in (BME). Make the spelling cards. Introduce the SRR routine (Fig. V.17) and revise each 's' blend: teacher gives stimulus (e.g. clue word) pupil gives other three responses (e.g. says sound and letter names, and then writes the blend.)	
3 mins	Reading Pack Introduce reading pack routine and go through cards for /sp/, /st/, /sn/, /sm/. Repeat two or three times to try to improve speed.	Time taken = Best time:
18 mins	New Teaching Point Pupil listens to pairs of words and says what the difference is: hat/hats; cup/cups; tins/tins; mat/mats; pen/pens. Discuss how suffix 's' changes meaning from singular to plural. Introduce concept cards for base word and suffix: CC11 and CC12. Tracking sheet: circle the words that have suffix 's'. Practise writing the letter 's' at the end of nouns to make them plural. Read the words made and discuss the two sounds that suffix 's' can make (/s/ and /z/). Make a reading card for suffix 's' (-s). P to draw two pictures one for /s/ e.g. cups and one for /z/ e.g. tins. Make spelling cards for /s/ and /z/. Write 's' in BME position on /s/ card but only E position on /z/ card (in B and M positions write 'z'). Revise cursive form for 's' using salt tray. SRR routine for suffix 's'.	
12 mins	Handwriting Introduce cursive form for the five vowels (and letter 'g') using handwriting routine. Practise writing suffix 's' words: tins, pins, nuts, pots, steps, snaps, mops (and mugs).	
2 mins	Quick Review Check P can recall what a suffix is and which suffix they learned today.	
5 mins	Game Play a lotto game using the words: caps, bugs, mugs, taps, maps, rags, hens, mops, tags, tops, rugs, pens.	



Downloadable:

Teaching Literacy to Learners with Dyslexia © Kathleen Kelly and Sylvia Phillips, 2016 (SAGE)