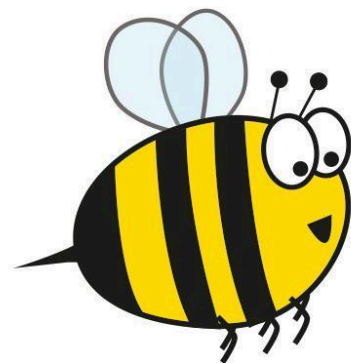


EdShed



Phonics and Spelling



Teaching Guidance

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Introduction



[EdShed](#)® Ltd is a UK-based online company who provide educational planning and digital resources to thousands of teachers and millions of learners all over the world.

We have created [EdShed Phonics and Spelling](#) based on our extensive experience of crafting products to teach core literacy skills in schools. EdShed Phonics and Spelling is fully aligned with [CAPS](#) for the foundation and intermediate phases with English home language. The content for the Foundation Phase is primarily Phonics based, with Stage 3 transitioning into Spelling. Intermediate phase teaching content progresses to primarily teach language structures and conventions but maintains phonics skills as a tool for reading and writing. Our UK and US products separate these strands into separate products as this better fits the local curriculum structures whereas in South Africa, a single blended product is more appropriate.

All of our child facing resources are presented in 'Sassoon Sans ZA' font, which is an easy-to-read, sans serif font, based on 'Sassoon Infant' and follows the requirements of CAPS and recommendations of the National Department of Basic Education. The formation rhymes, introduced to children in Stage 1, are based on this font and are repeated for digraph and trigraph formations in Stages 2 and 3 to consolidate learning. This enables children to form the letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

correctly consistently.

Each Stage is aligned to CAPS guidance for the equivalent Grade. For example, Stage R is designed for Grade R and Stage 1 is designed for Grade 1. We have named them 'Stage' so that any children that are ahead or behind the progression do not feel pressure that they are above or below their assigned Grade.

Each stage's planning and resources are colour coded for ease of access:



- **Stage R:** This is the beginning of children's phonics journey and therefore focuses on developing a strong foundation. It focuses on developing phonemic awareness, motor skills and active listening.

“Phonemic awareness is recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words and how these words can make sentences.” (CAPS for Foundation Phase, p.14).

Stage R is split into nine Elements that overlap and are repeated twice through the year. Each time an element is covered, it lasts for 10 lessons over two weeks. The nine Elements are:

1. Environmental Sounds - Listening to sounds around them to develop their listening skills.
 2. Motor Skills - Developing fine and gross motor skills.
 3. Our Bodies - Using body percussion and beginning to explore rhythm.
 4. Musical Instruments - Making music and identifying the different sounds made by instruments.
 5. Our Voices - Using voices to make different sounds.
 6. Stories, Rhymes and Rhythm - Looking at stories, songs and poetry and beginning to explore the rhyme and rhythm of them.
 7. From Left to Right - Focusing on moving from left to right when reading and writing English. Element 7 also includes beginning to recognise familiar words such as names.
 8. Initial Sounds - Hearing the initial sounds in words and playing with alliteration.
 9. Beginning to Blend and Segment - Beginning to look at the separate sounds that make up words.
- **Stages 1 and 2:** These begin in stage 1 by introducing basic phonic knowledge, including all 26 letter formations and one grapheme (letter or letter combination) for every phoneme (smallest sound in a word) apart from /zh/. Stage 2 builds on this with alternative GPCs (grapheme-phoneme correspondences) including those for the /zh/ phoneme. The CAPS document (p.15) states that: *“Phonics and handwriting should be linked as the teaching of the letter sound and how to write it go together”*. The individual letters are taught first and then used to aid formation of digraphs (two letters for one sound) and trigraphs (three letters for one sound).

There are five lessons every week and generally two new GPCs are covered each week. We have also included weeks of planning based around additional skills referenced in CAPS. These include several weeks which focus on word families, consonant blends, simple suffixes and onset and rime.

The main focus of these Stages is developing blending and segmenting for reading and writing. Children are given the opportunity to first decode individual CVC (consonant-vowel-consonant) words moving on to more complex words, captions, sentences and paragraphs. Each week has a list of 10 spellings (once more than 10 words can be decoded), which include both fully decodable words and partially decodable CEW

“Spelling is closely linked to phonics and the spelling programme should be informed by the phonics taught during that week. Whilst the teaching of spelling will be informal during Grades 1 and 2, in Grade 3 a more formal spelling programme should be implemented with periodic, informal spelling tests and dictations.”

(CAPS for Foundation Phase, p.16)

(Common Exception Words). For more information on Common Exception Words, please see the specific section of the guidance.

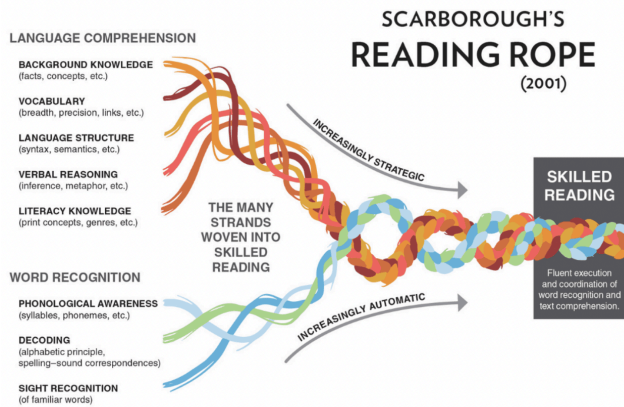
- **Stage 3:** This stage is the transition between phonics and spelling. The start of the year includes a recap of every phoneme and their corresponding graphemes, including the introduction of less common variations. Towards the end of the year, this transitions to introducing more formal spelling skills including homophones, homonyms, silent letters, prefixes and suffixes. There are four lessons a week for Stage 3, which is in line with CAPS guidance.
- **Stages 4, 5 and 6:** These stages build on the phonic knowledge learned in the previous stages. The CAPS guidance for English as a home language requires children to learn '*spelling patterns, spelling rules and conventions*', '*use appropriate grammar, spelling, and punctuation*' and '*use the dictionary to check spelling and meanings of words.*' (CAPS for Intermediate Phase, p.20)

Throughout Stages 4, 5, and 6 the focus is on the pattern(s) represented by the words, not just memorisation of a set word list. Teaching spelling patterns rather than a list of words enables learners to be effective spellers as they can apply this knowledge to new words or situations. This significantly impacts on vocabulary, reading and writing skills.

In all stages, children will be taught about prefixes and suffixes, what they mean and how they affect the root or base word. They will also learn about alternative spellings for known graphemes, homophones, homonyms, synonyms, antonyms, and silent letters.

New words are explored through learning about syllables, phonemes, morphemes and etymology.

Rationale and Supporting Research



EdShed Phonics and Spelling has been designed specifically for South African schools based on CAPS; however, the product is ultimately derived from two existing UK products (Phonics Shed and Spelling Shed) which themselves are firmly grounded in research.

“Together, Phonics Shed and Spelling Shed contribute to learners being better readers and writers.”

(McREL Phonics Shed Evaluation Plan, 2023, p.6)

Phonics Shed / Foundation Phase

Rationale

The teaching order for GPCs follows a sequence similar to many internationally available phonics programs and loosely based on the UK Letters and Sounds programme. We have tailored this to meet the needs of South African classrooms and the requirements of CAPS.

“The suggested sequence of introducing the phonic elements in the CAPS document is a guide. Where phonic programmes have different sequences, follow these instead. However, the pacing of introducing the phonic elements should be similar to the pacing in the CAPS document.”

(CAPS for the Foundation Phase, p.16)

Stage R begins by developing a solid foundation of phonological awareness, fine motor skills, and listening skills, which can then be built upon. Once these skills are in place, children are introduced to grapheme-phoneme correspondence in Stage 1, with more complex orthography, morphology, and etymology being taught later in the scheme.

“That there is a relationship between performance on phonological awareness tasks and reading ability is undisputed” (Castles et al., 2003, p.446)

“...young children learn best through movement and then through interacting with concrete materials (three dimensional learning) before engaging with table top and paper and pencil activities (two dimensional representational activities).” (CAPS for the Foundation Phase, p.21)



Our scheme employs a multi-sensory systematic approach to learning. When a child engages in a learning activity using several senses, this is known as multi-sensory learning. This can include

the senses of hearing, seeing, feeling, or handling letters. Our senses provide us with an understanding of the world and enable us to take in and acquire new knowledge. Children who learn through several senses are better able to retain what they have learned because they are able to digest new information through multiple channels. All learners can benefit from multi-sensory learning, but those who require additional practice and scaffolding, benefit the most.

Our [Evaluation Plan by McREL](#) (2023) states that using a multisensory approach leads to “improved reading performance, oral fluency, phonemic awareness, decoding, and comprehension skills (Bøg et al., 2021; Langille & Green, 2021).”

To aid a multisensory approach, our resources include:

- Fully planned lessons and printable resources.
- Grapheme flashcards for recall which also include letter formation phrases for both lower-case and capital letters.
- An action relating to each GPC.
- A selection of physical activities to facilitate the skills needed for early writing and reading.

Part of Phonics Shed’s multisensory approach is its narrative-driven style. Each GPC in Stages 1 and 2 has a character and each character has a story connected to it, which is used to introduce characters during lessons. These stories are available as physical and digital books. Many activities in Stage R are also based on external texts by well-known children’s authors. For example, ‘Dear Zoo’ by Rod Campbell and ‘Whatever Next’ by Jill Murphy. The characters also have narrative-based songs linked to the stories which follow well known nursery rhyme tunes, such as ‘Wheels on the Bus’ and ‘Pop Goes the Weasel’.

“There is a body of evidence to suggest that storytelling has been associated with improved comprehension and vocabulary (Kirsh, 2012; Lenhart et al., 2020) as well as learners’ on-task behaviour (Lenhart et al., 2020). It is theorized that listening to stories is something we innately know how to do as humans and therefore it is something that is easy for us to be attentive to (Dehaene, 2009; Schatt & Ryan, 2021).”

(McRel Report, p.5)

Phonics Shed uses Systematic Synthetic Phonics (SSP) to teach early reading and writing. Synthetic phonics is the term used to describe the blending of sounds to make a word, thus enabling children to read. “Understanding the alphabetic system, or the letter-sound correspondences and spelling patterns, of the language you are learning to read is a key part in learning how to read (Castles, Rastle, & Nation, 2018; NICHD, 2000). Phonics is the instruction in how letters and sounds correspond as well as how that knowledge can be used to decode and pronounce words (Shanahan, 2005). In addition, mastering how letters and sounds correspond is also essential to being able to spell, and therefore, write (Munger & Murray, 2017). There are many different models for teaching phonics, but the large umbrella of systematic phonics instruction is defined by a sequential set of phonic elements that are taught explicitly and systematically, with the goal of providing learners with enough information to comprehend written language (NICHD, 2000).” (McREL Report, p.5). Children are taught to decode words through our

‘Say It, Stretch It, Sound It’ technique, where they break down words into sounds to segment, blend and “synthesise” the whole word from letters and sounds.

It is the combination of these elements that makes our scheme so powerful. The blend of our systematic approach with so many different ‘hooks’ into learning means children are more engaged and their learning is accelerated.

“Grapheme–phoneme knowledge and phonemic segmentation are key foundational skills that launch development followed subsequently by knowledge of syllabic and morphemic spelling–sound units.”

(Ehri, 2020, Abstract)

Spelling Shed / Intermediate Phase Rationale

From the end of Stage 3 onwards, lessons are based on the concepts used within the UK Spelling Shed scheme and represented by an international body of research. Spelling Shed's approach to spelling also involves the relationship between sounds and written symbols, as well as using morphology and etymology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.

While some may see little value in learning about morphemes and word origins in the quest for correct spelling, Misty Adoniou, Associate Professor in Language and Literacy at the University of Canberra in Australia, states:

“Orthography, morphology and etymology are not the sole precinct of the advanced learners. They are necessary skills, especially for the children who are finding spelling difficult. They may just be the roads into spelling that they have, thus far, been left to find themselves.”

(Adoniou, 2013, What should teachers know about spelling?)

Spelling patterns are also worth learning, as reading researcher Louisa Moats explains that ‘*the spelling of 84 percent of words is mostly predictable*’ once you have a grasp of spelling patterns (Moats, 2005, p.29). This is supported by Adoniou, who states “*An effective speller draws upon the entire rich linguistic tapestry of a word to spell it correctly. The threads of this tapestry can be identified as **phonological knowledge** (including phonemic awareness), **orthographic knowledge**, **morphological knowledge** (which includes semantic knowledge), **etymological knowledge** and **visual knowledge**.” (Adoniou, 2014, p. 145). Adoniou cites Apel et al., 2004; Henry, 1989; and Masterson and Apel, 2010 in further support of their work.*

High Frequency and Common Exception Words

"Sight words (or 'look and say' words) involve the child recognising an individual word 'on sight' through the use of continued repetition of a word. Words that appear frequently in text (high frequency words) can be learnt in this way. English, unlike many languages, contains a large percentage of irregular words, that is, words that are not spelt as they sound so there is a strong argument for teaching sight words in English." (CAPS for Foundation Stage, p.16)

Studying High Frequency Words (HFW) is important as research shows that 13 words account for 25% of words in common reading material, and a list of up to 200 HFW will account for 50% of all words in school texts (Johns and Lenski, 2019). This research is reinforced by the Oxford English Corpus research, which found that just ten base words accounted for 25% of all written language.


We do not ask children to learn lists of HFWs 'by sight', but we do include HFW, including partially decodable Common Exception Words (CEW), within lessons in Stages 1- 3. We also ensure that these commonly used words are included at the correct level to ensure the children have access to the widest possible range of words at each stage of their progression. Each HFW is linked to a specific sound to ensure that as many of the HFW as possible can be decoded and those that cannot yet be decoded can at least be partially decoded. Some GPC do not have any HFW assigned to them.

Within Stages 1 to 3, words with **bold** letters are partially decodable CEW that cannot yet be fully decoded using blending and segmenting, at this level. The letters in bold show unknown GPCs. These words are linked to sets based on the frequency of their appearance. For example, '**the**' is linked to Stage 1 - Term 1 - Week 2. Alternatively, they might contain a letter that is being covered which represents a different sound – e.g., when 'o' is introduced, '**do**', '**to**', '**no**', '**go**' and '**so**' follow on. Children should be taught to read and spell these 'at-a-glance' by noting the part that is an exception (the GPC in **bold**) to what they have been taught so far. On the word cards, these are also denoted by a small lock symbol in the bottom right-hand corner. This lock symbolises how

When showing the children a flashcard of a CEW, model pointing to each sound as you say it, like you would a fully decodable word, but as you get to a bold GPC, explain that this makes "a different sound to the one we already know" and tell the children the individual sound for that currently non-decodable GPC.

Repeat, saying each sound without pausing to explain again, but emphasising the unusual GPC as you point to each sound. This will allow the children to use their blending skills (Sound It, Squash It, Say It) to read the word. Now ask the children to try themselves.

For example: 'do' [point to each sound as it is said (all three times)]

do  *"/d/ /oo/. This sound here makes a different sound to the one we already know. We know this as /o/ but here it makes an /oo/ sound"*



"/d/ /oo/" "do"

"Now you try"

"/d//oo/... do"



they are currently not fully decodable but will often become fully decodable further on in the scheme.

Some HFW are contractions – shortened forms of words from which one or more letters have been omitted and replaced with apostrophes – for example, ‘I’m’ and ‘can’t’. These are explained in clear and simple terms when they are introduced, including discussing the words that have been contracted and which letters have been omitted. Often, you will find the apostrophe is highlighted in the same colour as the Stage it is taught during; however, they are not considered CEW unless one of the GPCs has not yet become decodable. For example, ‘we’re’.

At the end of Stage 3, when transitioning to spelling, the following CEW have been introduced but may remain ‘partially decodable’ due to the unusual GPC (highlighted in bold):

- ‘the’
- ‘of’
- ‘are’
- ‘were’
- ‘one’
- ‘oh’
- ‘your’
- ‘their’
- ‘people’
- ‘we’re’
- ‘once’
- ‘eyes’
- ‘two’
- ‘through’
- ‘really’
- Mr and **Mrs** – abbreviated versions.

Decodable Reading Scheme



In the standard foundation stage pack are 127 stage-specific decodable reading books (available in both paperback and e-book formats) that run alongside the scheme. These can be easily identified by their 'Decodable Reading Scheme' logos on the front cover and their stage-specific colour coding. Additional copies of these decodable reading books can be purchased separately, although they cannot be purchased as individual books and must

be purchased as full sets.

The books are all 12 pages long, with five pages of decodable text followed by a 'Questions About the Story' page for adults and from Stage 1 onwards there is also a 'Key Vocabulary' page for the children to use before reading the story. The volume of text on each page increases as the scheme progresses. In some of the texts, there are colour-coded speech bubbles from Bumble the bee. These are notes for adults and are non-decodable. They use a different font from the main text to make them more obvious. Some decodable speech bubbles are included in the texts. These use the same font as the main decodable text.

Progress through the decodable reading scheme can be easily tracked. Apart from a few appropriate CEW (which are in line with the scheme's progression) and carefully selected and highlighted character names, the books become fully decodable once all lessons for each set have been taught. For example, if you have taught all of Stage 1 Term 1 Week 6, all books before this are decodable.

Decodable Books available after Stage 1 Term 1 Week 6 Lesson 2
All Stage R books
Pat Pat Sap The Ant Pat's Pants Pip and Dan The Map Tag

Decodable Books available after Stage 1 Term 1 Week 6 Lesson 5
All Stage R books
Pat Pat Sap The Ant Pat's Pants Pip and Dan The Map Tag Cat Nap Skip The Nag

If you are partway through, only the books before Stage 1 Term 1 Week 6 will be decodable. The decodable books listed for that week will become decodable after Lesson 5 of that specific week of planning.

The progressive nature of the books allows children to read independently at every stage of the programme. Practising with such decodable texts will help make

sure children experience success and effectively develop phonic strategies.

The character or teaching books look similar to these decodable reading scheme texts; however, they do not have the 'Decodable Reading Scheme' logo and have a solid bar at the top rather than a striped one. These teaching books are not fully decodable and should not be assigned for independent reading tasks.

Children do not need to read every book, as all the books will cover the GPCs taught up until the point they sit in the scheme. We suggest assigning one appropriate decodable reading book per week. Some schools may wish to send two a week depending on the ability of teachers to facilitate this; however, we suggest that two books be the maximum amount assigned to one child per week. Books can be chosen based on formative assessment – which GPC does the child need most consolidation on? Alternatively, you may wish to allow the children ownership by allowing them to choose the book they would like to read that are linked to GPCs they are focusing on.

The books that the children have not accessed can be used as part of in-class reading time (not phonics and spelling sessions) or for consolidation for those struggling with specific GPCs. Some children may not be in step with what the main scheme covered the previous week, as they may have needed consolidation on a previous weeks' GPCs. If this is the case, certain books can be skipped, only if the child is secure, to bring them in line with the point they have reached in the scheme's progression. That said, children should not be asked to read decodable books beyond the point in the scheme they are covering in class, as they will not be fully decodable.

The decodable reading scheme is not intended to be used within the dedicated daily teaching sessions. It is also important to make time for all children to practise their skills outside of sessions. Practising reading in class separate from the daily phonics sessions should help to ensure that the total phonics practise equals or exceeds the time suggested by the CAPS documents.

Below is a list of strategies you may wish to use in the setting, as well as sending the appropriate decodable texts home if you wish. Please note that we do not suggest using all these strategies at once, and they are just suggestions. If your school already has a strategy for sending books home, it may be useful to audit this process to determine its effectiveness.

- Children should know which book they are assigned and that they should be attempting to read it at home or at a set time within the day.
- Read the full book with each child individually before sending it home. This will help children improve their fluency through repetition.
- This can be reduced to reading the first page of the story and asking them to continue at home.
- Read the full book as a small group, possibly one page per child, before sending the books home with those children. It may be useful to bring them back a few days later for a discussion or repeat the reading, to aid comprehension and fluency.
- Discuss the front cover with the child. Talk about what the story might be about. Look at the internal front cover (p.3) and discuss the focus GPC – “What is the character’s name for this GPC?”, “What sound does it make?”, “Can you think of an example word?”
- This can be extended to looking at the ‘Key Vocabulary’ page (p.4 from Stage 1 onwards). Recap the method of decoding using the visual cues, read the HFWs and example words together to prepare for reading the whole story.

Although they are very important, books from the decodable reading scheme do not have to be the only books children are given access to. Ideally, a selection of books that children have shared previously, that are linked to books they know or that cover topics they are studying should be made available for children to borrow. These do not have to be fully decodable and should be kept separately from the decodable reading scheme. Although our decodable reading scheme aims to be engaging, each book will not capture every child's attention and reading scheme books can sometimes feel like a bit of a chore. This does not engender a love of reading. So, by allowing children to supplement their decodable books with ones they have chosen and can use as they like. The children might just want to retell the story in their own words, look at the pictures or share it with family and friends rather than focusing on their blending and segmenting skills. By encouraging this practice, you will be facilitating a positive environment that supports a love of reading.

Resources

Each lesson has its own specific set of resources, which should be gathered and checked before the lesson begins. This will often include printed resources that will require different numbers of copies and/or some cutting to be completed before the lesson. You can download these from the Phonics Shed Hub and print the correct number of resources.

In **Stage R** you will often need:

- Mini whiteboards and pens (one per child)
- Paper or exercise book and pencils
- Something to display your own writing, i.e., an interactive whiteboard, a larger whiteboard or a flip chart and pens.
- Active listening prompts
- Lesson-specific printable resources (some may require one resource per child printing or some may be best displayed on a digital display).
- Any required books (see next section)
- Blending and segmenting resources (Element 9 only)
- Access to an interactive whiteboard or large screen to display suggested online resources is recommended but not compulsory.

Some **Stage R** lessons are based on external books, you will need to have access to a copy of these books either via a video (links often available within the planning) or a hard copy of the text.

The external texts are:

- 'Carnival of the Animals' by Camille Saint-Saens (1999) [ISBN: 9780805061802]
- 'Chicken Licken' by Mandy Ross (2012) [ISBN: 9781409309567]
- 'Commotion in the Ocean' by Giles Andreae (1998) [ISBN: 9781841211015]
- 'Dear Zoo' by Rod Campbell (2022) [ISBN: 9781529074932]
- 'I Am the Music Man' by Debra Potter (2005) [ISBN: 9781904550600]
- 'I'm a Dingle Dangle Scarecrow' by Annie Kubler (2003) [ISBN: 9780859536264]
- 'Mad About Mega Beasts' by Giles Andreae, (2015) [ISBN: 9781408329368]
- 'Maisy's Band' by Lucy Cousins (2012) [ISBN: 9781406337297]
- 'Noisy Neighbours' by Ruth Green (2014) [ISBN: 9781849762113]
- 'Oi Frog!' Kes Gray (2015) [ISBN: 9781444910865]
- 'Old MacDonald Had a Farm' by Yu-hsuan Huang (2020) [ISBN: 978-1788007467]
- 'Peace at Last' by Jill Murphy (2018) [ISBN: 9781509862597]
- 'Postman Bear' by Julia Donaldson (2020) [ISBN: 9781529023534]
- 'Rosie's Hat' by Julia Donaldson (2015) [ISBN: 9781447266129]
- 'Rumble in the Jungle' by Giles Andreae (1998) [ISBN: 9781860396601]
- 'Runaway Signs' by Joan Holub (2020) [ISBN: 9780399172250]
- 'Something Beginning with Blue' by Sally Symes and Nick Sharratt (2011) [ISBN: 9781406334630]
- 'Ten in the Bed' by Penny Dale (2013) [ISBN: 9781406353099]
- 'The Name Jar' by Yangsook Choi (2003) [ISBN: 9780440417996]

- 'The Rhythm of Life' from Michael Rosen's 'Big Book of Bad Things' by Michael Rosen (2010) [ISBN: 9780141324511]
- 'The Three Billy Goats Gruff' by Irene Yates (2011) [ISBN: 9781409306337]
- 'Tippy Tappy' By Michael Rosen from A Great Big Cuddle (2015) [ISBN: 9781406343199]
- 'Tippy Tappy' in Wiggly Wiggly: Playtime Rhymes by Michael Rosen and Chris Riddell (2018) [ISBN: 9781406384240]
- 'Toddle Waddle' by Julia Donaldson, (2010) [ISBN: 9780230706484]
- 'Usborne Illustrated Book of Nursery Rhymes' by Felicity Brooks (2011) [ISBN: 9781409524069]
- 'We Are Music' by Brandon Stosuy (2019) [ISBN: 9781534409416]
- 'We're Going on a Bear Hunt' by Michael Rosen (1993) [ISBN: 9780744523232]
- An age-appropriate story about feelings. For example: 'How Are You Feeling Today?' by Molly Potter (2014) [ISBN: 9781472906090] or 'Sometimes I Feel Sunny' by Gillian Shields (2012) [ISBN: 9780552565784] or 'How Am I Feeling: A Little Guide to My Emotions' by DK Books (2020) [ISBN 9780241446294]

For every session from Stages 1 to 3 you will always need the following resources available, along with the lesson-specific resources listed on the plans:

- Blending and segmenting visual resources (posters or smaller versions)
- Flashcards (both upper and lower cases) for the Stage you are on and any previous stages.
- HFW cards for the Stage you are on and any previous stages.
- Mini whiteboards and pens (1 per child)
- An exercise book or paper and pencil for each child (and a suitable place to use them)
- Something to display your own writing, i.e., an interactive whiteboard, a larger whiteboard or a flip chart and pens.
- Access to an interactive whiteboard or large screen to display suggested online resources, such as formation animations and songs, is recommended but not compulsory.
- Lesson-specific resources, including specific character books, prepared accordingly.

Printed books and flashcards are available to purchase through our website with classroom and foundation phase bundles available.

For Stages 4 to 6 you will always need the following resources available, along with the lesson-specific resources which come with the plans:

- An exercise book or paper and pencil for each child (and a suitable place to use them)
- Mini whiteboards and pens (1 per child)
- Something to display your own writing, i.e., an interactive whiteboard, a larger whiteboard or a flip chart and pens.
- Access to an interactive whiteboard or large screen to display weekly resources and words.

Digital Resources

We are continuously updating our digital resources. Currently we have a wide selection of digital resources available.

Teaching resources

Lesson Plans & Resources

Our lesson plans and associated resources can be downloaded from the teacher portal, accessed via www.edshed.com.

Ebooks

For foundation phase, teaching books can be viewed in ebook format via the teacher portal, accessed via www.edshed.com. Our decodable books can be accessed via the teacher portal or by learners within the web game.

Song videos

Videos of our foundation phase songs can be accessed through our teacher portal, accessed via www.edshed.com or on our YouTube channel.

Letter formation animations

Animations of our letter formations with the associated character for foundation phase can be accessed through our teacher portal, accessed via www.edshed.com and within the web game.

Flashcard tool

As part of the initial teaching portion of a foundation phase phonics lesson for GPCs, we provide a digital flashcard tool to cycle through a selected set of GPCs with an option to flip to show the character and formation phrase. There is an option to replace a card within the pack to see it again if children struggle. There is an option to select the final GPC as starting on the teaching side to introduce the new GPC.

Letter tile tool

We provide a free tool that allows words be to constructed with letter / GPC / affix tiles and displayed on a board. Options allow the word to be spoken, for a definition to be displayed and for sound buttons to be shown under the word. Tools also exist to show and hide certain tiles and to place coloured tiles as indicators for discussion. A board can be setup and saved with a link that can be shared with learners.

Assessment tools

Flashcard tool

Our core foundation phase assessment tool uses an on-screen flashcard format where a teacher queries if the learners can identify the correct sound for the on-screen letters. The teacher can then indicate whether the sound was correct, incorrect or nearly correct (such as if they need a

prompt or a couple of attempts). We have a similar flashcard tool that allows assessment of reading HFW, CEW and other word lists.

Spelling Tests

For spelling of words, we have a special test assignment type that only allows a single attempt by learners and can be completed as a blend of hive games and regular solo sessions. This also gives more in depth reporting for teachers.

Digital games

We have a number of games and digital experiences for learners on our web portal that help to reinforce learning. These are divided by learning focus into “Phonics Shed” and “Spelling Shed”

Phonics Shed:

- Keyboard – a piano themed sound making experience.
- Phonics Shed Garden – a sound board of noise-making objects.
- Sound Recorder – a tool to record and replay sound using a device microphone.
- Joe’s Body Percussion – a game that asks learners to copy body percussion sounds in a sequence.
- Sound Board – a tool that allows sets of sound-making objects to be chosen and interacted with
- Word Sounds – a tool that displays a word and allows sound buttons to be pressed to play those sounds.
- First Sounds – a game that displays a word and asks for the first sound in graphemes.
- Last Sounds – a game that displays a word and asks for the last sound in graphemes.
- Sounding Out - a game that displays a word and asks for the sounds in graphemes.
- Match Graphemes – a matching pairs game with a number of phoneme and grapheme options.
- Match Words – a matching pairs game for word.
- Indy Pop – a game where learners help Indy pop bubbles that match a grapheme or phoneme.
- Dare in the Air – a game where learners help Dare the Hare catch bubbles that match a grapheme, phoneme or spelling.

Spelling Shed:

- Spelling Bee – the original Spelling Shed game theme using four levels of support / challenge.
- Penalty Spell Out – a football themed spelling game.
- Hungry Horses – a horses themed spelling game.
- Shed Load – a transport themed spelling game.
- Missing Word – A word game asking for the correct spelling for a missing word.
- Definitions – a game where the player must match a definition with a selection of words.
- Bee Keeper – a word guessing game somewhat like hangman.

- Squirrel Scurry – spell accurately and quickly against an opponent to help your squirrel climb.
- Buzzwords – a word making game where the letters have to be chosen from a grid.

Assignments

Our assignment system allows games and ebooks to be assigned to learners for periods of time. Reporting is available on learners' activity within those games.

Hives

Hive games are an online real-time multiplayer game format that allows social play between children on our Spelling Shed core game. It also allows tests be undertaken in a more interactive format which learners generally enjoy, but also includes detailed data.

Custom Leagues

Custom leagues allow schools to configure leagues based on several options according to the school's need and focus.

Challenges

Challenges can be created by teachers or learners and form a stand-alone contest between individuals or groups. These can be ad-hoc or can be used for e.g. house contests.

-

Assessment

What is formative and summative assessment?

Formative assessment is the process of evaluating the learner's knowledge as they learn.

Summative assessment is more formal, and usually takes the form of an end-of-term test. Ideally, we need to use both types of assessment to inform the next steps in learners' learning and identify any gaps. Assessment opportunities of both types are built into the planning for all stages.

Examples of formative assessment

- **Targeted questioning** - asking carefully chosen, open-ended questions to a small sample of the class. For example, "Who can tell me how the /k/ sound is made in this word.... Brian?" "Who can give me two examples of words in the 'at' family... Francis?" The children chosen to answer should range from a few that you suspect may struggle and a few more in the middle of the pack, and possibly one more advanced student.
- **Using mini whiteboards** – invite children to write down a specific word or grapheme and show you at the indicated time.
- **Think, pair, share** – children are given an allotted time (thirty seconds to one minute) to think about their answer to a question. Then, they are paired up and given the same amount of time to discuss their answer with their partner. Finally, answers are shared with the whole class.
- **Show me** – similar to using whiteboards, children are asked to show you the correct number of fingers to represent how many sounds or syllables they can hear in a given word.
- **Always, sometimes, never** – show children a statement that relates to the current learning. For example, in Stage 1, Term 4, Week 8, children are looking at plurals. You could show them the statement 'to make a plural, you just add 's' onto the end of the word.' You would then ask the children if this is true 'always, sometimes or never'. Encourage them to give examples. This statement is sometimes true. The words for that week include those where you need to add 'es' to make a plural as in the word 'churches'.
- **Self-evaluation** – This could be a simple 'thumbs up, in the middle or down' to show how children feel about their own learning. A more reliable way to include self-evaluation could be a small smiley face, middle face or frowning face at the bottom of a piece of written work.
- **Spot the error** – show the class a list of 'facts' from that day's lesson. Be sure to include something that you know some of the children struggle with. You could combine this with 'Think, pair, share' or 'targeted questioning'. Ask the children to spot the deliberate error.
- **Four Corners** – Put a potential answer in each of 4 corners or areas. Ask a question such as "What is the sound at the beginning of the word 'cat'?" Children then walk to the answer that they think is correct. The correct answer should then be explored.
- **Observation** – "In Grade R most of the assessment takes place through observation with the teacher recording the results" (CAPS for Foundation Stage, p.21). It is important to use adult observations to gather formative assessment data through all years. This can be

during sessions, such as results of the above activities or the main body of the sessions, or when children are using the skills from Phonics and Spelling during other sessions.

Formative assessment will determine your immediate next steps as a teacher. You can identify children who require extra support and implement it in a timely manner. This may take the form of adjusting instructions and questions or completing consolidation lessons with the whole class or a selection of children.

Summative assessment

Summative assessment evaluates a learner's progress over a specific timeline. This is usually a test of some kind. Summative evaluation offers the opportunity for students to apply what they've learned and provides an overview of your class's performance. This will help you evaluate the weaknesses and strengths of your learners and also determine the next steps in the following term.

Foundation Phase

Summative assessment in foundation phase is carried out using a teacher-led flashcard tool on our website. Within this tool, the teacher selects the GPCs of interest and asks learners to say the sound they make. The teacher records a response of 'yes', 'no' and 'nearly' for each to indicate the level of learning shown. A similar tool is available for word reading including HFW and CEW. This data is collated in a grid for the group which helps to show the trends in the data. This helps teachers to identify learners in need of focussed support and GPCs that groups of learners need additional interventions to be carried out.

Intermediate Phase

In intermediate phase, summative assessment is carried out via the Spelling Shed web game with a special kind of 'Test Mode' assignment. These can be carried out by learners either in separate sessions or together in a 'Hive' game, or as a mix of these. A test mode assignment can only be attempted once unless a teacher resets the session and analysis data is subsequently available. In addition to test data, learner gameplay data can be visualised to show the level of competence attained by learners. It is not compulsory to run tests and if this data shows successful learning, it is acceptable to use this as assessment data.

Stage R

What's included in this stage?

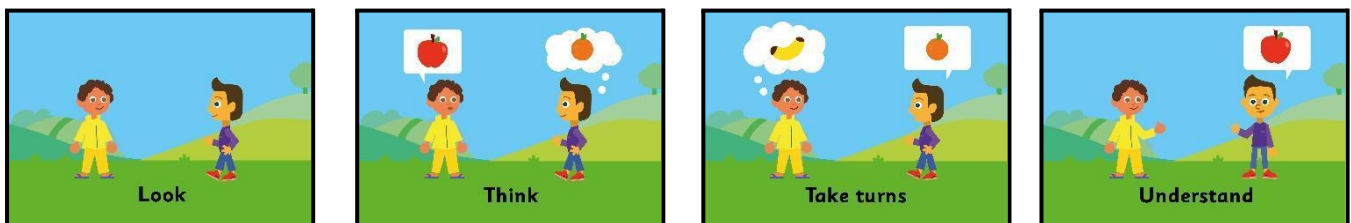
In Grade R, there is a 10 hour per week (two hours per day) requirement in the CAPS documentation to cover English as a home language. The Stage R Phonics and Spelling planning provides five, 15-minute, teacher-guided activities to use during one of the three slots in the daily programme set aside for teacher guided activities (CAPS for Foundation Stage, p.22). Other teacher-guided literacy learning opportunities will take place during daily routines, discussions and story time and opportunities during free play time. There is also the option to use our digital side of the platform to set games and book based on the objective being covered that week. This can be used outside the classroom as a home-based task or in additional time in the school day.

The first stage of the programme is designed to lay the foundations for future learning. These foundations are laid using a variety of physical, three dimensional and verbal activities. It encourages the development of the fundamental skills and phonemic awareness needed for progression in reading and writing. These skills include, but are not limited to:

- Developing dexterity (fine and gross motor skills).
- Reading/scanning from left to right.
- Positive communication and active listening.
- Rhyming and rhythm.
- Identifying initial sounds.
- Alliteration.
- Blending and segmenting sounds in words.

Active Listening: At this stage, there is a specific focus on 'Active Listening' to develop positive overall communication. The term 'Active Listening' originates from a 1957 paper by Rogers and Farson (reprinted 2015) and the theory is still used today in counselling, business, healthcare and education. The 'adult' steps for active listening typically fall under these headings: 'Listen for Total Meaning'; 'Note Verbal and Non-Verbal Cues'; 'Respond to Context'; 'Defer Judgement'; and 'React Appropriately'.

To support the development of these skills we have produced some simple Active Listening Prompts suitable foundation phase: 'Look', 'Think', 'Take Turns' and 'Understand'.



Once these are introduced and explained they can be used as a recap to focus the children at the start of every session and can also be used outside of the scheme to encourage effective listening during other activities.

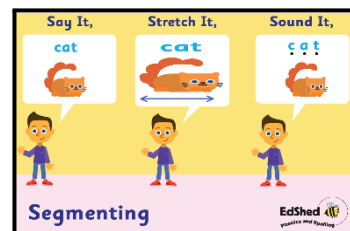
The 'Active Listening Visual Prompts' are available for download with the accompanying song in the Stage R folder. The actions from the song can also be used as a non-verbal reminder to children to engage a specific active listening skill.

Blending and Segmenting: This process is the basis of systematic synthetic phonics. It is a reversible process: segmenting is when the word is split into its component parts, each phoneme is sounded out individually and blending is when a group of phonemes are brought together to make a word.



The technique we use to teach oral segmenting is:

'Say It, Stretch It, Sound It'. Then the reverse for blending sounds together to make a word: **'Sound It, Squash It, Say It'**.

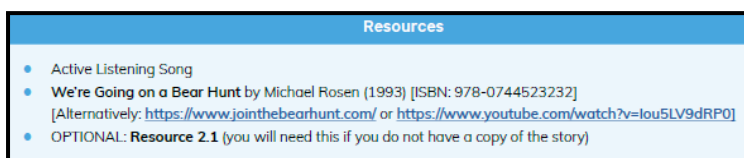


The 'Blending and Segmenting Visual Resources' are available for download in the Stage R folder and as part of the resources linked to the lessons they are associated with. We suggest displaying them prominently in the learning area used for phonics sessions. If this is not possible, you may wish to store them with your Phonics Shed pack for every session and any other session that requires reading or writing skills.

When dealing with the individual sounds in words, it is very important to use the pure sounds. For example, /k/-/a/-/t/, rather than adding a schwa after sounds, 'cuh'-'ah'-'tuh'. We only use the letter names to spell more complex words containing digraphs or trigraphs or when talking about sounds we know alternative graphemes for, while we would still use pure sounds to blend and segment the words at this point but the letter names to clarify spelling.

Planning Format

All planning and resources for Stage R are colour-coded **BLUE** to ensure ease of access. Each week has five individual lesson plans and one resource document which is numbered to match the planning. The whole scheme is divided into **Stage > Term > Week**. Each lesson plan has a clear title to show where it fits in with the scheme.



Each lesson has its own specific set of resources, which should be gathered and checked before the lesson begins. This will often include printed resources requiring

different numbers of copies and/or some cutting to be completed before the lesson. A list of these can be found at the top of each lesson plan, in the 'Resources' section. The accompanying printable resources are numbered in the bottom right-hand corner for ease of access and are referenced in the planning as **'(Resource #.#)'** with the lesson number and the resource number e.g., Resource 2.1 would be the first printable resource required in Lesson 2.

There is a consistent base of resources that you will likely need for every lesson. If possible, these resources should be kept ready in the area where phonics sessions take place.

These resources are:

- Active listening prompts.
- Mini whiteboards and pens (one per child).
- Paper or exercise book and pencils.
- Something to display your own writing, i.e., an interactive whiteboard, a larger whiteboard or a flip chart and pens.
- Lesson-specific printable resources (some may require one resource per child printing, or some may be best displayed on a digital display).
- Blending and segmenting resources (once introduced).
- Access to an interactive whiteboard or large screen to display some resources is recommended but not compulsory.

Some lessons require external texts. There will usually be a link to access them via YouTube or similar video services on the lesson plans; however, it is important to check your access to these or similar before the lesson or acquire a hard copy. The external texts we use as part of the planning are:

- 'Carnival of the Animals' by Camille Saint-Saens (1999)
- 'Chicken Licken' by Mandy Ross (2012)
- 'Commotion in the Ocean' by Giles Andreae (1998)
- 'Dear Zoo' by Rod Campbell (2022)
- 'I Am the Music Man' by Debra Potter (2005)
- 'I'm a Dingle Dangle Scarecrow' by Annie Kubler (2003)
- 'Mad About Mega Beasts' by Giles Andreae, (2015)
- 'Maisy's Band' by Lucy Cousins (2012)
- 'Noisy Neighbours' by Ruth Green (2014)
- 'Oi Frog!' Kes Gray (2015)
- 'Old MacDonald Had a Farm' by Yu-hsuan Huang (2020)
- 'Peace at Last' by Jill Murphy (2018)
- 'Postman Bear' by Julia Donaldson (2020)
- 'Rosie's Hat' by Julia Donaldson (2015)
- 'Rumble in the Jungle' by Giles Andreae (1998)
- 'Runaway Signs' by Joan Holub (2020)
- 'Something Beginning with Blue' by Sally Symes and Nick Sharratt (2011)
- 'Ten in the Bed' by Penny Dale (2013)
- 'The Name Jar' by Yangsook Choi (2003)
- 'The Rhythm of Life' from Michael Rosen's 'Big Book of Bad Things' by Michael Rosen (2010)
- 'The Three Billy Goats Gruff' by Irene Yates (2011)
- 'Tippy Tappy' By Michael Rosen from A Great Big Cuddle (2015)
- 'Tippy Tappy' in Wiggly Wiggly: Playtime Rhymes by Michael Rosen and Chris Riddell (2018)
- 'Toddle Waddle' by Julia Donaldson, (2010)
- 'Usborne Illustrated Book of Nursery Rhymes' by Felicity Brooks (2011)

- 'We Are Music' by Brandon Stosuy (2019)
- 'We're Going on a Bear Hunt' by Michael Rosen (1993)
- An age-appropriate story about feelings. For example: 'How Are You Feeling Today?' by Molly Potter (2014) or 'Sometimes I Feel Sunny' by Gillian Shields (2012) or 'How Am I Feeling: A Little Guide to My Emotions' by DK Books (2020).

Introduction

Most lessons in Stage R begin with modelling and recapping active listening using the 'Active Listening Visual Prompts' or song. This is followed by a short recap of previous learning and introducing the objective of the rest of the lesson.

Introduction

- Model Active Listening using Active Listening Visual Prompts.
- "Last week, we listened carefully to different ways of using our voices. Can you remember how we used our voices?"
- "Today we are going to be using our voices and our listening skills to listen to a rhyming story. We already know lots of rhymes. Think about any nursery rhymes that you know."

Identify

The identify section of the lesson is an adult led, whole group activity. This activity is most often oral or using three-dimensional objects. It is always split into three sections:

Identify

Listen - Shared reading of the story (or video). Model left to right and 1-2-1 correspondence. Encourage children to join in with repetitive language patterns.

Recap - The sequence of events of the family's journey verbally.

Discuss - Using our voices to create the sounds of each setting, both saying the word for the sound and making the sound. e.g., make squelchy sounds for the mud.

- **Listen:** The introduction of a skill through discussion and modelling.
- **Recap:** The application of the skill through a whole group activity.
- **Discuss:** Review the skill through discussion and extension activities.

Apply

Apply are independent activities which will allow the children to practise the skills covered in the previous section, and possibly extend them. Some activities may require direct adult guidance, whereas others will require adults to observe and assess from a distance. It will also depend on the group of children accessing the session.

Apply

In a small group, the first person makes a long sound with their voice e.g., 'wheee'. The next person repeats the sound then the next joins in and so on. How far can the sound travel round the circle before first person stops? Once it is broken, start again from the next person to make the sound.

Simplify - Join in and copy simple voice sounds.

Expect - Copy and explore a range of voice sounds.

Extend - Vary pitch and volume.

Apply are independent activities which will allow the children to practise the skills covered in the previous section, and possibly extend them. Some activities may require direct adult guidance, whereas others will require adults to observe and assess from a distance. It will also depend on the group of children accessing the session.

Each of these activities is then split into up to three further differentiated sections:

- **Simplify:** A simpler version of the activity for those who may be struggling with the concept introduced in this lesson.
- **Expect:** Based on the learning objective.
- **Extend:** For those who may be find the concept simple to understand and need to be pushed to the next step.

These 'levels' may be grouped together for some activities. Here, it would be expected that they are self-differentiated by the child taking part in that activity.

The version of each task that each child completes does not need to be a set level at which each child constantly works. It should be based on formative assessment throughout the whole group task as well previous knowledge of the child's Phonics Shed journey.

Summarise

Summarise makes up the plenary of the lesson. The learning is recapped, and children are praised for things they have done well in the session. This time should also be used for answering any questions or addressing any misconceptions that may be outstanding from the main activities.

Summarise

- Give positive feedback and praise for what the children have done well during the session.
- Address any misconceptions.
- "Today we have talked about and made different noisy sounds. Do you have a favourite noisy sound? Is there a noisy sound we haven't heard today? Where would you hear it?"

Assess

Assess is a section purely for the teacher's note. Its purpose is to draw attention to the objective and what is being assessed formatively throughout the lesson. You may want to make any notes on learner progress under this section.

Assess

Focus:

- To be able to talk about and describe different types of sounds.

Stages 1 and 2

What's included in these stages?

The progression of these stages has been created to fully align with the CAPS curriculum. We know that teachers are busy and how little time there can be to prepare for a lesson. With this in mind, we have designed each lesson in the same structure, so the lessons become habitual for both the teachers and learners. All resources are listed to make preparation quick and easy.

For Stages 1 and 2 there are five lessons per week. Each lesson is designed to last for 15 minutes and comprises of a recap, introduction, listen, identify, apply (independent activities for the learners) and summarise sections. There is also a resources section, to allow for ease of planning, and an assess section, to direct the focus of formative assessment within the lesson. There is also the option to use our digital side of the platform to set games, books and spelling lists based on the GPC being learnt that week. This can be used outside the classroom as a home-based task or in additional time in the school day.

Stage 1 introduces the first grapheme-phoneme pairs, the 26 letters of the alphabet and their corresponding capital letters, plus several simple digraphs, including an extended range of double letters. It also begins to introduce the concept of 'best fit': making an informed choice between alternative GPCs based on the most common placement in words. Using the formation characters from Terms 1 and 2, by the end of Stage 1 the children will know at least one grapheme for each phoneme (except /zh/). The scheme then progresses to more complex digraphs and trigraphs and introduces more 'best fit' options. Children begin to spell longer words and read more complex texts, including questions.

Stage 2 focuses on alternative GPCs and 'best fit'. It covers alternative graphemes for known phonemes and alternative pronunciations for known graphemes.

All planning and resources for **Stage 1** are colour-coded **ORANGE** and **Stage 2** are **PINK**, to ensure ease of access. Each week has five individual lesson plans and one resource document which is numbered to match the planning.

What's included each week?

Most weeks, there will be two new characters or concepts to introduce with two lessons on each. Lessons 1 and 3 will introduce the characters or concepts for the first time, so will mostly include formation activities, whereas lessons 2 and 4 will apply the new characters or concepts in different ways such as identifying through reading or writing within words. The fifth lesson of the week will be a consolidation or comparison lesson where characters are recapped rather than introduced. These lessons have the same teachable sections but have recaps and reading and/or writing activities in place of the introduction of characters, many of these are based on the spelling list for that week. When characters are not introduced, there will be a focus on a wider objective from the CAPS curriculum, e.g., word families or consonant blends; however, the lesson plans are still split into the same teachable sections and broadly follow the same pattern. This is to maintain consistency for both the children and teacher.

- **Lesson 1:** Introduce concept one with formation activity.
- **Lesson 2:** Recap concept one with phoneme spot activity or similar.
- **Lesson 3:** Introduce concept two with formation activity.
- **Lesson 4:** Recap concept two with phoneme spot activity or similar.
- **Lesson 5:** Consolidation lesson using 'Say It, Stretch It, Scribe It'.

Planning Format:

The whole scheme is divided into **Stage > Term > Week**. Each lesson plan has a clear title to show where it fits in with the scheme.

The **Resources** section will outline all resources needed for the session. The accompanying resources are numbered in the bottom right-hand corner for ease of access and are referenced in the planning as '**(Resource #)**' with the lesson number and the resource number e.g., Resource 5.2 would be the second printable resources for Lesson 5.

Stage 2 - Term 2 - Week 2	
Lesson 5 - 'a_e' and 'e_e' consolidation	
Resources	
• Flashcards: All Stage 1, Term 1 and Term 2 Week 2	• Optional: Whiteboard & marker or paper & pencil
• Resources 1.1, 3.1 and 5.1-5.3	• Optional: 'Sound It, Squash It, Say It' & 'Say It, Stretch It, Sound It' Visual Prompts
• Decodable book 'One Evening in June' Stage 2 Term 2	

There is a consistent base of resources that you will likely need for every lesson. If possible, these resources should be kept ready in the area where phonics sessions take place.

These resources are:

- Mini whiteboards and pens (one per child).
- Paper or exercise book and pencils.
- Something to display your own writing, i.e., an interactive whiteboard, a larger whiteboard or a flip chart and pens.
- Lesson-specific printable resources (some may require one resource per child printing, or some may be best displayed on a digital display).
- Blending and segmenting visual resources: 'Say It, Stretch It, Sound It' and 'Sound It, Squash It, Say It'.
- Access to an interactive whiteboard or large screen to display some resources, such as formation animations is recommended but not compulsory.

Lessons 1 – 4: These lessons are about introducing and practising new character and concepts.

Introduction

Recap: Previously covered relevant grapheme-phoneme correspondences (GPC) and/or High Frequency Words (HFW) will be recapped at the beginning of each lesson. The flashcards to use will be specified in the planning. For example, GPCs, lowercase for Stage 1 Term 1 flashcards. Most of the Stage 1 to Stage 2 sessions will be focused on introducing a new GPC and the

accompanying character. Often Lesson 1 and 3 will be a GPC recap and Lessons 2 and 4 will be HFW recaps.

Introducing a new character:

- Share lesson objective / what we will be doing today.
- **See:** Flashcard (lowercase) and introduce the character. For digraphs and trigraphs you will also recap the names of the formation characters here (these are the individual letters covered in Stage 2).
- **Sound:** The phoneme (using the pure sounds, e.g. /s/ as 'sssss' NOT 'suh').
- **Name(s):** The name(s) of the letter(s) (often different to the sound). This is particularly important for spelling words out that use digraphs and trigraphs, e.g., 'duck' would be spelled 'dee, you, see, kay' though the sounds are /d/-/u/-/k/ (it would NOT be /d/-/u/-/k/-/k/).
- **Action:** The specific action for the character.
- **Uppercase (Stage 1 Term 1 only):** Introduce the capital letter and link it to the same letter name and sound. This is only included when teaching the individual letters for the first time.
- **Best Fit** (if applicable): Brief discussion of where focus GPC is most likely to occur in words. If more than one grapheme is known for the phoneme, e.g., 'c', 'k' and 'ck' for /k/, this is where the 'best fit' will be covered.

Introduction

- **Recap Previous Sounds:** Use flashcards to recap GPCs for Term 1 and 'a_e'. Shuffle cards and quickfire recap, revisiting some GPCs more than once. Make the sound and do the action for each flashcard. "Our sounds this week are made by a split digraph. A split digraph is a little different to a normal digraph, it is still two letters that make one sound, but another sound sits between the two letters. Can you name a split digraph we have already learned?"
- **See:** Show flashcard, "This is Pete the millipede. Say hi to Pete." Children wave.
- **Sound:** Demonstrate the sound the 'e_e' makes (/ee/ as in 'even' or 'millipede'). "Can you say /ee/?" Children to repeat /ee/. Correct where necessary. Remind children that two letters together like this have one sound. Run your finger over the letters on the flashcard and repeat the sound. Children repeat sound. "What other /ee/ sound do we know? Yes 'le' as in Albie the cookie thief, 'ey' as in Stanley the turkey, 'ea' as in Beans the flea and 'ee' as in Dee the sheep."
- **Name:** "This digraph is made by two of the letter 'e' with a space for another letter in the middle. The sound it makes is /ee/ and it is spelled 'ee' 'ee', using two Ellis the echidnas. Which letters make this digraph? What sound does it make?" Children to repeat. Support and correct where necessary.
- **Action:** Show children the action to show (pointy finger, wiggle across body), children repeat. "When we see Pete, we say hello by doing this action." Repeat action and sound, children repeat, "/ee-/ee-/ee/."
- **Best Fit:** Look at the best fit resource (**Resource 3.1**) and discuss. Use the example words on the resource to demonstrate how using the wrong GPC would make the word incorrect. Point out how we mark a split digraph. We use this curve underneath the word to join the 'e' and 'e' as both letters together make /ee/ but they are not next to each other.

Listen

The Listen section is all about the learners listening for the GPC that has been introduced. This will be through a character story and song. This is a narrative driven scheme so the character will be introduced through a story, read by the teacher and a song in the following lesson.

Listen

Share the teaching book 'Pete the Millipede'.
Children do action when they hear the /ee/ sound.

- **Character Story:** Read by the teacher, learners to do the action when they hear the GPC from today's lesson. Character stories are usually included in Lesson's 1 and 3. They should not be confused with the decodable reading scheme: the character books have solid-coloured bars on the front covers as opposed to the striped bands on the decodable scheme (these can also be identified by a decodable reading scheme logo).
- **Song:** Repeat two or three times, using song sheet in the resources. There are also videos for every song available as an optional extra. The songs are normally included in Lessons 2 and 4.

Identify

The Identify section is all about the learners identifying the GPC for this lesson. This will be through using the character letter formation rhymes to

Identify

Formation

"Jade has two friends who help to make the sound 'a_e/fail'. Can you tell me which characters we need to use to make 'a_e'?"
That's correct Anna the ant and Ellis the echidna."

Lowercase 'a' Formation Animation with Rhyme - "Around Anna's head and down to her toes."
Lowercase 'e' Formation Animation with Rhyme - "From her beak, round her eye and down to tickle her toes."
Children practise the letter formations with their fingers in the air.

High Frequency Words -

Show HFW cards for 'made', 'came' and 'make'. Identify the /ai/ sound in them and sound out the words together.
Show the HFW card for 'have'. This word looks like it has a split digraph but it only has an 'e' on the end because English words rarely end in 'v'. So the 'e' is part of the /ai/ sound and the 'a' just makes the /ai/ sound. Sound it out together (/h/ai/v/)

practise letter formation. This section is also where any HFWs which are related to the GPC are learned.

NOTE: Lessons where *no* new character is introduced will not follow this ('See', 'Sound', 'Name' and 'Action') sequence. These include any recap weeks or where the focus is rhyming, word families or consonant blends.

Formation Rhyme (lowercase): On the flashcards and in the planning. There is an option to display the formation animation from the website here but if that is not possible, please use the flashcards and run your finger over the letter to demonstrate the correct formation as you say the rhyme.

NOTE: In **Stage 1 Term 1**, the formation rhyme and animation for **uppercase letters** will also be included here.

High Frequency Words (including Common Exception Words): will be introduced and/or recapped where they are linked to the GPC being covered. If no HFWs are specifically linked to the focus GPC, this subsection will be omitted.

Additional Notes:

- Adults should recap each character themselves before teaching a lesson, with particular focus on the phoneme.
- Songs and character stories can also be repeated outside of lesson times.

Apply

These are independent activities which will allow the children to practise the skills covered in the rest of the lesson, and possibly extend them. These activities will have a reading and/or writing focus. Some activities may require direct adult guidance, whereas others will require adults to observe and assess from a distance. It will also depend on the group of children accessing the

<p>Apply</p> <p>Simplify - Circle the pictures that contain the 'u_e' /ue/ digraph sound. (Resource 2.3)</p> <p>Expect- Mini book (Resource 2.4)</p> <p>Extend- Fill in sentences (Resource 2.5)</p>

session.

Each of these activities is then split into up to three further differentiated sections:

- **Simplify:** A simpler version of the activity for those who may be struggling with the concept introduced in this lesson.
- **Expect:** Based on the learning objective.
- **Extend:** For those who may find the concept simple to understand and need to be pushed to the next step.

These 'levels' may be grouped together for some activities. Here, it would be expected that they are self-differentiated by the child taking part in that activity.

The version of each task that each child completes does not need to be a set level at which each child constantly works. It should be based on formative assessment throughout the whole group task as well previous knowledge of the child's Phonics Shed journey.

Summarise

This makes up the plenary of the lesson. The first aspect of the plenary is to praise the children for things they have done well in the session, answering any questions or addressing any misconceptions that may be outstanding from the main activities.

Summarise

Recap 'u_e' using flashcard.

- "Listen very carefully, which of these words have /ue/ in? 'some', 'mule', 'costume', 'want', 'these', 'attitude'."
- "I will read a sentence, tap or clap when you hear a /ue/. 'The mule wore a costume. He had attitude'."
- Praise the children for what they have done well this session and address any misconceptions.

Then, you should move on to a short consolidation of learning from the lesson, which is outlined in this section. For example, repeating the action and sound whilst looking at the flashcard. Most of the time the teacher will then read out words and/or a sentence on the plan and learners will indicate when they hear the GPC from today's lesson. When multiple HFW are introduced earlier in the lesson, you may find this recap is slightly shorter, to allow the 15-minute session to stay within time.

Assess

Assess is a section purely for the teacher's note. Its purpose is to draw attention to the objective and what is being assessed formatively throughout the lesson. You may want to make any notes on learner progress under this section.

Assess

Focus:

- To know that 'e_e' represents a /ee/ sound.
- To know that 'a_e' represents a /ai/ sound.

Lesson 5: Lesson 5 of each week is about consolidating the new characters and concepts learned in lessons 1 – 4 and being introduced to the spelling list for that week containing the focus GPCs. These lessons follow the same structure of 'Introduce', 'Listen', 'Identify', 'Apply', and 'Summarise' with different content in each.

Introduction

In the introduction, previously covered relevant graphemes and/or High Frequency Words will be recapped.

Introduction

- **Recap Previous Sounds:** Use flashcards to recap all known GPCs. Shuffle cards and quickfire recap, revisiting some GPCs more than once. Make the sound and do the action for each flashcard.
- **Prompts:** Explain to your partner what a split digraph is. Can you think of the new split digraphs you have learned this week? Can you remember our characters from this week and do the action? Can you think of any words containing 'a_e' and 'e_e'? How do we mark a split digraph in a word? Start the discussion in pairs or threes and then have the children share their thoughts.
- Discuss 'Best Fit' (Resources 1.1 and 3.1)

Prompt questions to recap knowledge from earlier in the week or the week prior will be asked by the teacher to recap the characters' names, sounds and actions from lessons 1 – 4.

If a 'Best Fit' was included in the weeks learning they will also be reviewed in this section.

Listen

The Listen section is all about the learners listening and identifying the GPCs that have been introduced this week. This will be by identifying the GPCs in a story or by listening to a sentence read out loud by the teacher. The stories may be character stories OR decodable stories at this point.

Listen

Read the decodable book 'One Evening in June'. Children to do the action when they see/hear 'a_e' and 'e_e'.

Identify

The Identify section is all about the learners identifying the GPCs from the week and using them in words. The teacher will need to model how to use ‘Say It, Stretch It, Scribe It’, dividing a fully decodable, example word, linked to the focus GPCs into phonemes and writing out using the correct spelling for the sounds in the phoneme frame.

Identify

Model how to ‘Say It, Stretch It, Scribe It’ using the word ‘spade’.
 Model how to draw in the line under the split digraph and explain it is to show that the two letters make the one sound together.

Model how to divide a fully decodable, example word, linked to the focus GPCs into phonemes and writing out using the correct spelling for the sounds in the phoneme frame.

Apply

Independent activities in the Apply section are in the same structure and levels of differentiation as lessons 1 – 4 but are always activities focusing on the practise of the spelling list for the week in various levels of scaffolding. Most often they will be a version of ‘Say It, Stretch It, Scribe It’, but the simplify and extend activities may differ slightly depending on the skills being covered.

Apply

Say It, Stretch It, Scribe It
 Simplify – Adding in the missing phonemes into the phoneme frame (Resource 5.1)
 Expect – Putting words into a phoneme frame. (Resource 5.2)
 Extend – Putting words into phoneme frame and adding the link between the split digraph letters (Resource 5.3)

Say It, Stretch It, Scribe It: Stage 2

Say It	Stretch It				Scribe It
their	th	eir			their
people	p	i	p	le	
vision	v	i	o	n	
visual	v	i	u	a	l
usual	u		u	a	l
treasure	t	r	ea	ure	
massage	m	a	ss	a	
collage	c	o	ll	a	
equation	e	qu	a	o	n
azure	a		ure		

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‘Say It, Stretch It, Scribe It’ is an extension of the Phonics Shed segmenting strategy, ‘Say It, Stretch It, Sound It’. It encourages children to think about the GPCs contained in a word while practising spellings.

Summarise

The Summarise section forms the plenary and will follow the same format as the Lesson 1-4 structure.

Stage 3

What's included in this stage?

The progression has been created to fully align with the CAPS curriculum for Grade 3.

For Stage 3 there are four lessons per week plus resources for consolidation. As with previous Stages, each lesson is designed to last for 15 minutes and comprises of a recap, introduction, listen, identify, apply (independent activities for the learners) and summarise sections. There is also a resources section, to allow for ease of planning, and an assess section, to direct the focus of formative assessment within the lesson. There is also the option to use our digital side of the platform to set games, books and word lists based on the GPC being learnt that week. This can be used outside the classroom as a home-based task or in additional time in the school day.

This stage begins with a recap of alphabetical order plus vowels and consonants. Children then resume the learning from Stage 2, where they continue to learn about alternative GPCs and 'best fit'. Stage 3 covers alternative graphemes for known phonemes and alternative pronunciations for known graphemes.

All planning and resources for **Stage 3** are colour-coded **BLUE** to ensure ease of access. Each week has four individual lesson plans and one resource document which is numbered to match the planning.

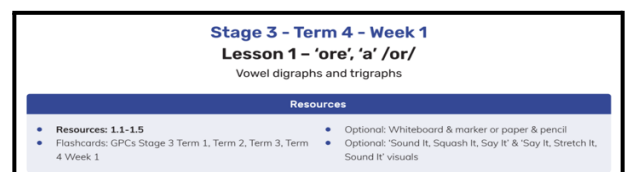
What's included each week?

There are no new characters or formation rhymes to learn as these have all been taught in previous lessons and Stages; however, the characters and rhymes are still used to help the children remember the sounds made by the graphemes. The lessons are still split into the same teachable sections and broadly follow the same pattern. This is to maintain consistency for both the children and teacher.

Planning Format:

The whole scheme is divided into **Stage > Term > Week**. Each lesson plan has a clear title to show where it fits in with the scheme.

The **Resources** section will outline all resources needed for the session. The accompanying resources are numbered in the bottom right-hand corner for ease of access and are referenced in the planning as '**(Resource #)**' with the lesson number and the resource number e.g., Resource 1.2 would be the second printable resources for Lesson 1.



As with previous Stages, there is a consistent base of resources that you will likely need for every lesson. If possible, these resources should be kept ready in the area where phonics sessions take place.

These resources are:

- Mini whiteboards and pens (one per child).
- Paper or exercise book and pencils.
- Something to display your own writing, i.e., an interactive whiteboard, a larger whiteboard or a flip chart and pens.
- Lesson-specific printable resources (some may require one resource per child printing, or some may be best displayed on a digital display).
- Blending and segmenting visual resources: 'Say It, Stretch It, Sound It' and 'Sound It, Squash It, Say It'.
- Access to an interactive whiteboard or large screen to display some resources, such as formation animations is recommended but not compulsory.

What's included in a typical lesson?

Introduction

Previous Sounds: Previously covered relevant grapheme-phoneme correspondences (GPC) and/or High Frequency Words (HFW) will be recapped at the beginning of each lesson. The flashcards to use will be specified in the planning.

- **See:** Share lesson objective / what we will be doing today.
- **Recap Known Variations:** Children are asked to recall and discuss which graphemes they already know that make that lesson's sound. Flashcards can be used to reinforce and help the children to remember.
- **Sound:** The phoneme (using the pure sounds, e.g. /or/)
- **Name(s):** The name(s) of the letter(s) that make up the known graphemes e.g., 'or' would be spelled 'oh, ar'.
- **Action:** The specific actions for the characters of the know variations.
- **Additional Variations:** Children are introduced to less common ways of making the focus sound e.g., 'ore' also makes an /or/ sound in words such as 'more', and 'a' makes an /or/ sound in the word 'tall'.
- **Best Fit** (if applicable): Brief discussion of where the additional variation of the GPC is most likely to occur in words.

Listen: As there are no new characters to meet or character books to read, this section is often a sorting activity. Children are asked to look at a selection of

Introduction

- **Previous sounds:** Cycle through Stage 3 GPCs covered so far, mixing up their order. Encourage children to do the action for each character. Extend: Repeat with letter names and/or formation rhymes.
- **See:** "Today we will be looking at different graphemes that make the /or/ phoneme and learning two new ones." Children repeat the /or/ sound.
Recap Known Variations: "Ask your partner, which graphemes/letters do we know that can make the /or/ sound/phoneme? Well done, we have learned 'or', 'aw' and 'au'." Show flashcards for Gordon the Horse (Stage 1 Term 4 Week 3), Dawn the Fawn (Stage 2 Term 1 Week 6) and Paul the Astronaut (Stage 2 Term 1 Week 6). "Say 'hi' to Gordon, Dawn and Paul." Children wave.
- **Sound:** Demonstrate the sound /or/ makes. "This sound is /or/. Can you say /or/, /or/?" Children repeat. Correct where necessary. Run your finger over the letters on the flashcard and repeat the sound. Children repeat sound.
- **Name:** Ask the children to repeat the letter names after each grapheme.
'or' - The letter names are 'Oh' and 'Ar'.
'aw' - The letter names are 'Ay' and 'Double You'.
'au' - The letter names are 'Ay' and 'You'.
- **Action:** Show children the action, "When we see [character name], we say hello by doing this action."
Gordon - Hands in cup shapes downward (like hooves) held in front of the body, one moves up as the other moves down, like a horse walking.
Dawn - Pretend to yawn, eyes closed and hand in front of mouth.
Paul - Floaty body and arms.
- **Addition Variation: 'ore'** - Write the word 'more'. Ask the children to identify which grapheme they think makes the /or/ sound. Underline the 'ore'. "This is found in a small number of words and is always at the end." "Can you think of any other words that might have the same grapheme for /or/ at the end of a word?" ('Bore', 'core' and 'score' are a few examples.)
'a' - Now write the word 'call'. Ask the children if they can hear the /or/ sound in 'call'. Which letter do they think makes the sound? Underline the 'a' and point out that this is an unusual way of making the /or/ sound. Ask the children if they can think of other words like this? ('all', 'small', 'taller', 'also', 'water')
- **Best Fit:** Look at the 'Best Fit' resource (**Resource 1.1**) and discuss. Use the example words on the resource to demonstrate how using the wrong GPC would make the word incorrect.
'or' is the most likely grapheme to make the /or/ sound and is often found in the middle of a word, although it is at the beginning of some words too. ('order', 'fork')
'aw' is only slightly less common than 'or'. It can appear anywhere in a word but is most likely in the middle or at the end. ('awful', 'fawn', 'raw')
'au' will only be found at the beginning or in the middle of a word. ('August', 'sauce')
'ore' is always found at the end of a word. ('core', 'adore')
'a' is found at the beginning or middle of a word. It is often (although not always) followed by 'll'. ('fall', 'also', 'water')

Listen

Sorting activity: Write up the five headings: 'or', 'aw', 'au', 'ore' and 'a'. Cut up and read the words from **Resource 1.2** to the children. The words all have the /or/ sound made by any one of the five graphemes covered so far. Ask the children to help you sort the words according to the graphemes. Can they think of any other words to write under any of the headings? Discuss any misconceptions.

words that represent the focus sound, and sort them according to different criteria.

Identify

The Identify section is all about the learners identifying the additional variation GPC for this lesson. This will be through using the character letter formation rhymes to practise letter formation. This section is also where any HFWs which are related to the GPC are learned.

Apply

In the Apply section are independent activities which will allow the children to practise the skills covered in the rest of the

Apply

Simplify – Match graphemes to pictures (Resource 4.3).

Expect – List different graphemes for /or/ with one example word for each (Resource 4.4).

Extend – List different graphemes for /or/ with three example words for each (Resource 4.5).

lesson, and possibly extend them. These activities will have a reading and/or writing focus. Some activities may require direct adult guidance, whereas others will require adults to observe and assess from a distance. It will also depend on the group of children accessing the session.

Each of these activities is then split into up to three further differentiated sections:

- **Simplify:** A simpler version of the activity for those who may be struggling with the concept introduced in this lesson.
- **Expect:** Based on the learning objective.
- **Extend:** For those who may find the concept simple to understand and need to be pushed to the next step.

Summarise

The Summarise section makes up the plenary of the lesson. The first aspect of the plenary is to praise the children for things they have done well in the session, answering any questions or addressing any misconceptions that may be outstanding from the main activities.

Then, you should move on to a short consolidation of learning from the lesson, which is outlined in this section. For example, you may read some similar sounding words and the children are asked to identify which word makes that lesson's focus sound.

Summarise

Show 'or', 'aw', 'au', 'ore', 'a', 'ar', 'al', 'ough', 'augh', 'our', 'oor', 'oar' and 'aur'. "What sound can these graphemes make?"

The sound they make is /or/. Can you say /or/? Children repeat /or/. Correct where necessary.

"I will read some word pairs that sound similar. One will have the /or/ sound and the other will not. Can you tell me which word has the /or/ sound?"

- fork / fast
- cool / claw
- sauce / scratch
- move / more
- door/drink
- wise / walk
- brought / bother
- catch / caught
- board / breath
- cruise/course
- centaur / cement.

Praise the children for what they have done well in this session and address any misconceptions.

Assess

The Assess section is a section purely for the teacher's note. Its purpose is to draw attention to the objective and what is being assessed formatively throughout the lesson. You may want to make any notes on learners progress

Assess

Focus: GPC for 'or', 'aw', 'au', 'ore', 'a', 'ar', 'al', 'ough', 'augh', 'our', 'oor', 'oar' and 'aur'.

- To know that 'or', 'aw', 'au', 'ore', 'a', 'ar', 'al', 'ough', 'augh', 'our', 'oor', 'oar' and 'aur' can all make an /or/ sound.
- To know that a digraph is where two letters make one sound.
- To know that a trigraph is where three letters make one sound.
- To begin to understand the 'Best Fit' resources.

under this section.

Transition

Although this whole Stage is a slow transition from a phonics focus to a spelling focus, the final six weeks of Stage 3 are specific transition weeks from phonics-based work to a more formal spelling scheme. The format of the week remains the same, with four lessons per week plus resources to aid the delivery of the objectives. Children will build on their phonemic knowledge and use this to learn spelling patterns and conventions. Children will have 10 words that represent the spelling pattern(s) for that week.

The structure of these lessons differs slightly to the previous Stage 3 lessons. The format for these transition lessons may be as follows:

- **Introduction** - this could include a recap of HFWs, creating a sentence containing a certain HFW, previously taught sounds, alphabetical order, etc. The purpose of the lesson is introduced, and children are encouraged to say the focus sound for that lesson.
- **Listen** - This section is all about the students listening and identifying a relevant sound. Children may be asked to clap their hands when they hear a certain sound in a sentence.
- **Identify** – As a class, children may be asked to sort words, map phonemes or clap out syllables.
- **Apply** - This section includes differentiated independent designed to help students engage with the new words. It may involve, writing the best word to finish a sentence, identifying sounds within words, filling in missing graphemes or splitting words into syllables.
- **Summarise** - This is a plenary activity designed to encourage children to think about today’s learning. It could be asking the children to think of words that share a certain phoneme or counting the number of phonemes or syllables in a word and raising the correct number of fingers.
- **Assess** - This is a section purely for the teacher’s note. Its purpose is to draw attention to the objective and what is being assessed formatively throughout the lesson. You may want to make any notes on learner progress under this section.

Sound It, Stretch It, Scribe It

‘Say It, Stretch It, Scribe It’ is an extension of the segmenting strategy, ‘Say It, Stretch It, Sound It’. It encourages children to think about the GPCs contained in a word while practising spellings.

Say It	Stretch It		Number of Phonemes
high	h	igh	2
tough			
rough			
thought			
naughty			
fright			
enough			
bought			
neighbour			
caught			

Say It	Split It	Scribe It
high	h i g h	high
tough	-----	
rough	-----	
thought	-----	
naughty	-----	
fright	-----	
enough	-----	
bought	-----	
neighbour	-----	
caught	-----	

During the transitional period in Stage 3, children will also be asked to identify the number of phonemes or syllables during these activities. Sometimes it will be referred to as ‘Say It, Split It, Scribe It’. This is to aid smooth progression to intermediate stages by recapping skills they will need to use often in these later stages.

Stages 4, 5 and 6

What's included in each lesson?

Each week a set of words is provided, these words are examples of the focus spelling pattern. For example, the week pictured, 'words ending in '-tion', '-ment' and '-ness', includes words such as 'enjoyment' and 'darkness'. These words and the spelling pattern they represent will be explored using phonics, etymology and morphology rather than simply memorised for a test.

We know how busy teachers are and how packed the timetable can be. With this in mind, we have designed our lessons to be fully aligned with the South African CAPS curriculum and flexible in terms of how long teachers spend on each section. Each week has four modular components which can be taught as a single lesson or split into several lessons to be delivered over the course of a week.

Each lesson has an accompanying PowerPoint which can be used to assist with the delivery of the lesson content; however, our lessons have important information included in the plan and can be taught without using a screen if necessary.


An example of a typical week using four, shorter sessions, may look like this:

- **Lesson 1:** Revise previous sounds/words. Introduction to new words.
- **Lesson 2:** Morphology/Etymology. Word Sort.
- **Lesson 3:** Syllables and Sound Buttons. Spelling patterns.
- **Lesson 4:** Independent work where children can apply the knowledge learnt in the previous sessions.

An example of the same week using two, longer sessions, may look like this:

- **Lesson 1:** Revise previous sounds/words. Introduction to new words. Morphology/Etymology. Word Sort.
- **Lesson 2:** Syllables and Sound Buttons. Spelling patterns. Independent work where children can apply the knowledge learnt in the previous sessions.

Lessons can be combined into whichever formation best suits your school and can vary from week to week depending on the time available.



Stage 4 Term 1
 Week 3: Words ending in '-tion', '-ment' and '-ness'

Objectives

- To segment words into the correct syllables and phonemes
- To spell words ending in '-tion', '-ment' and '-ness'

This Week's Words				
station	nation	fraction	fiction	darkness
sadness	kindness	payment	enjoyment	agreement

Lesson 1

Starter:

- Begin by recapping a selection of last week's words by asking the children to write the word that matches the picture. (Slide 3.1)
- Point to each word in turn. Using a 'spelling voice', demonstrate the sounds made by each letter. Using an 'I say, you say' turn-taking approach, encourage the children to say the sounds aloud and read the word. (Slide 3.2)

This Week's Words:

- Introduce this week's words. (Slide 3.3) Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. Note a 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('ment' not 'mend', etc.).
- Encourage the children to repeat this pattern as you read each word in turn.
- Do the children know what these words mean? Do they know what they have in common?
- Establish that this week's words all contain '-tion', '-ment' or '-ness'. Where do they appear in our words? (They appear at the end of words because they are suffixes.)

Word Sort:

- Ask the children to sort our new words according to their suffix. Can the children think of any additional examples? (Slides 3.4-3.6)
- Praise the children for what they have done well this session and address any misconceptions.


Lesson 2

- Recap the suffixes found in this week's words. "I will read a list of words. When you hear '-tion', '-ment', or '-ness', clap your hands." Read "though, station, bookcase, many, payment, agreement, shark, fish, darkness, nest." "How many times did you clap?"

Etymology:

- Explain to the children that etymology is the study of the origin and history of words and their meanings. Looking at etymology helps us to understand our new words better.
- Discuss the etymology of the word 'fraction'. (Slide 3.7)
 - 'Fraction' first appeared in the late 1300s.
 - In the mathematical sense, it is from the Anglo-French word *fractionem*.
 - The word *fractionem* comes directly from the Late Latin word *fractionem* meaning 'breaking, especially into pieces'.
 - This comes from the Latin word *frangere* meaning 'to break (something) in pieces, shatter'.
 - Frangere* meaning 'to break' gives us the following words:
 - fracture* - a break in a bone.
 - fragle* - easily broken or damaged.
 - fragment* - a small part of something that has broken off.

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Stage 4 Term 1
 Week 3: Words ending in '-tion', '-ment' and '-ness'

Lesson 2 - Continued

Morphology:

- Discuss morphology with the children. (Slide 3.8) Morphology is the study of how words are constructed. It helps us better understand the meanings of words and how they are connected/divided to other words.
- Establish that words are made up of 'morphemes', the smallest units in a word that carry meaning, and that we can add prefixes and suffixes to change the meaning of words.
- Demonstrate with the base word 'agree' from this week's word 'agreement'. As a class, explore which prefixes and suffixes can be added. (Slide 3.9)
- Praise the children for what they have done well this session and address any misconceptions.

Prefix	Base Word	Suffix
dis	agree	ment
dis-	to think the same as someone else?	-ment

Lesson 3

- Begin by briefly showing this week's words again. (Slide 3.3) Read through the words using a 'spelling voice', pointing to each word and reading it clearly.

Suffixes:

- Explore with the children what happens to words when the suffixes '-tion', '-ment' and '-ness' are added to a selection of words. (Slides 3.10-3.12)

Syllable Count:

- How many syllables are there in this week's words? Encourage the children to count how many vowel sounds they can hear. They could also clap out the number of 'beats' within a word. These techniques will help them to count the syllables. (Slides 3.13 and 3.14)

payment	enjoyment	station	nation	fiction
darkness	agreement	sadness	fraction	kindness

Syllable Maps and Sound Buttons:

- Model how to map the phonemes for the word 'fraction'. (Slide 3.15)
- Ask the children how many sounds they can hear in the word 'fraction'. Establish that there are seven sounds, so we will need seven sound buttons.
- Show children how to add the sound buttons underneath the phonemes: f-r-a-c-t-i-o-n, with a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- Model breaking 'fraction' into its two syllables. You may wish to use a different colour pen to make the syllable break stand out and avoid confusion with the letter 't'.
- Invite the children to work with a partner to map out the sound buttons and syllables in the words 'enjoyment', 'kindness', and 'nation'.
- Children could work on whiteboards or use paper for ease of assessment.

fraction	enjoyment	kindness	nation
fraction	enjoyment	kindness	nation

- Ask the children to map out the syllables and sound buttons for a selection of this week's words. (Slide 3.16. Answers on 3.17)
- Praise the children for what they have done well this session and address any misconceptions.

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Lesson Activities

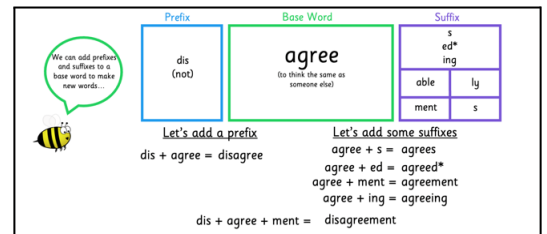
The activities included for each objective have been modified to best suit the words/patterns for that week.

Revise: Each lesson begins with a brief revision of previously taught words or sounds. Lesson 1 begins with a recap of words from previous weeks, while the remaining lessons will recap the focus words for the current week. If you are combining two or more lessons into a longer session, the recaps at the beginning of the individual lessons should be omitted.

Introduction to new words: Here, children will get acquainted with the new words of the week. They will investigate how the words are linked by looking at shared digraphs, sounds or affixes etc.

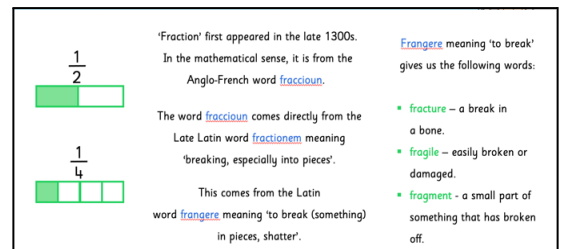
This section refers to a 'spelling voice'. A 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds. ('mmm' not 'muh', etc.)

Morphology: In the morphology activity, we use a 'Morphology Matrix' to demonstrate how morphemes fit together. In this example, students can create new words by adding affixes to the base word 'agree'. The prefix 'dis-' can be added to 'agree' to create 'disagree'. The suffix '-ment' can be added to the base word to make 'agreement'. Both the prefix and suffix can be added to the base word to make 'disagreement'.

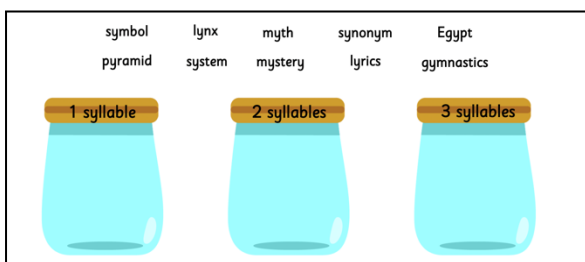


Etymology: Looking at the etymology of words and word parts can help children to spot patterns which are helpful when spelling. Etymology is the study of the history and origins of words.

For example, the word 'giant' comes, through French, from the Latin word '*gigas*' and the Greek word '*Gigas*' referring to a race of monsters. This helps explain why the word begins with a 'g' rather than a 'j', and also shows where the word 'gigantic' comes from. In the example here we can see that the word '*fraction*' comes from the Latin word '*frangere*' meaning '*to break*'. '*Frangere*' also gives us the word '*fracture*', which is the name given to a broken bone.

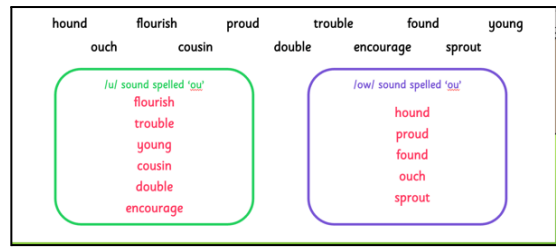
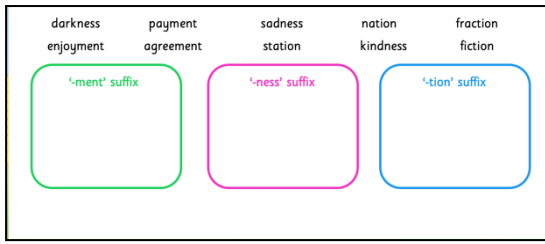


Word Sort: Here, the children will sort their new words according to a variety of criteria, such as



the number of sounds, which suffix they have, or how many syllables they have. In order to decide which category each word belongs to, the children are encouraged to carefully examine the words by clapping out syllables or sounding out which phonemes the words contain. This process helps the children become familiar with the new words more quickly.

In the examples below we can see a few ways in which the words can be sorted.



Syllables and Sound Buttons: To help reduce the pressure on working memory, words are split into their syllables. This enables children to spell a portion of the word at a time, rather than trying to remember each letter individually. Children are supported in this process by working in pairs or groups before becoming more independent as they move through the programme. Here we can see that the word 'fraction' has two syllables. The number of syllables usually equates to the number of vowel sounds a word has.

frac|tion
2

Each syllable break is red, this is to help it stand out, and also to avoid confusion with the letter 'l'. The number of syllables is clearly shown underneath. When sounding out our new words, children are encouraged to draw a dot below each single letter sound. Red sound buttons are used to show the consonant blends. When more than one letter makes a sound, a line is used.

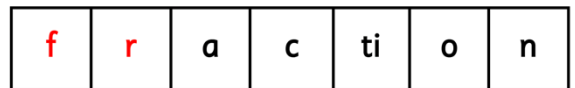
fraction

Here we can see that the word 'fraction' has the consonant blend 'fr' and the digraph 'ti'. Consonant blends are where two or more consonants are next to each other, with no intervening vowels. Here, both individual sounds can be heard. Digraphs, trigraphs

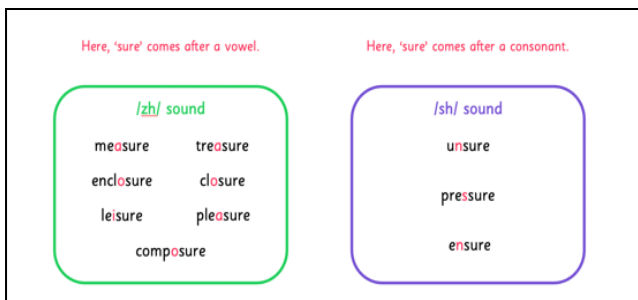
hopeless

and tetragraphs are where two, three or four letters make a single sound. A split digraph is represented by underlined letters joined by a curved line.

As the scheme progresses, the children are introduced to Elkonin boxes. These are another way to 'map out' the words. The grapheme that represents each sound is placed inside a box rather than using sound buttons. Here, the two sounds of the consonant blend 'fr' are shown in red in their individual boxes, and the digraph 'ti' sits inside the same box to show that it makes one sound.



Spelling Patterns: By isolating a specific spelling pattern or irregular spelling pattern, children can learn an enormous amount about the words they are being asked to spell.



These words have been sorted according to the sound made by the 's' in words ending in '-sure'. The children are asked if they can see a pattern. Here we can see that after a vowel it makes a /zh/

sound and after a consonant, it makes a /sh/ sound. These patterns are important to note while also making the children aware that there will always be exceptions to these patterns.

Independent work: There are two opportunities for independent work within each week's worth of lessons. The first is a syllable and/or phoneme mapping activity. The second is a longer activity that often requires the children to write sentences containing the new words. There are two levels of difficulty in this activity, and it is left up to the teacher to decide which activity suits the needs and ability of the children in the class.

A 'simplify' activity might include writing the words to match the pictures and then choosing a word to write in their own sentence (see right).

An 'expect' activity might include writing more sentences independently (see left).


Extension activities: Each week has a set of word cards, pictures, sorting mat or other activity for teachers to use in their classroom as and when the opportunity arises.

In the activity on the left, the children are asked to complete a 'Word Shed'. They look at one word in greater depth by investigating synonyms, antonyms etc.

In the activities on the right, we have a set of words, picture cards and a sorting mat. These resources can be used for a variety of sorting and matching activities, with suggestions on their use in the lesson plan.







In this activity (left), the children are invited to decide which suffix to add to make the correct word.

Some weeks include this 'Roll and Read' activity. Children can follow the instructions to play:

EdShed 
 phonics and Spelling

Stage 6 Term 1
 Week 2: Words ending in '-tious' and '-ious'

- Play with a partner. You will need: a die and two different coloured counters.
- Take it in turns to roll a die.
- Whichever number you land on, read a word from that column.
- If you are correct, put a counter over the word.
- First person to get four counters in a row, wins.

ambitious	amphibious	infectious	curious	notorious	fictitious
devious	nutritious	obvious	repetitious	ambitious	amphibious
curious	infectious	fictitious	notorious	devious	nutritious
repetitious	obvious	amphibious	infectious	curious	ambitious

- Play with a partner. You will need: a die and two different coloured counters.
- Take it in turns to roll a die.
- Whichever number you land on, read a word from that column.
- If you are correct, put a counter over the word.
- First person to get four counters in a row wins.