**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Getting started: Setting up your classroom and preparing for teaching

Before the lesson

- Ensure you are clear about how to teach the lesson.

- Use the 'Prompt cards' and 'How to' videos to prepare and practise how to deliver the lesson.

- Think about the language you will use to introduce or explain each activity. Make sure you use the same words and phrases each time.

- Decide how many repetitions of each grapheme/word card are needed to move new learning into children's long-term memory.

- Rehearse what you are going to do and say prior to the lesson.

- Ensure you have good knowledge of the children's phonic ability (use observations from previous lessons and 6-weekly assessments).

Resources: Environment

Your classroom environment should include resources to support children to apply their phonic knowledge beyond the lesson.

Resource	Notes on environment
Little Wandle Letters and Sounds Revised Wall frieze	Ensure frieze is located in the classroom at a child-friendly height to enable children to refer to it throughout the day.
Grapheme chart Phase 2 and 3 Grow the code grapheme chart Phase 2, 3 and 5	Display the large 'Grapheme chart Phase 2 and 3' in Reception and 'Grow the code grapheme chart Phase 2, 3 and 5', where children can easily see and use them.
Grapheme word mats	Use the appropriate 'Grapheme word mats' on tables so that children have a prompt for use beyond the phonics lesson.

Resources: Preparation

- Download the overview, lesson templates and weekly grids for each five-week block.

- Before school starts, use the weekly grids to help you organise the grapheme and word cards you will need.

- Use the additional information in the lesson template to remind you about the format of the lesson. Once you are familiar with the detailed 'Prompt cards', use them as a daily reminder for the procedure of the lesson.

Lesson component	Notes on preparation
Word cards	• Organise the cards to ensure the lesson runs smoothly. For example, group together all the words that you are using for 'Revisit and review' and do the same for words which will be used in the 'Practise and apply' part of the lesson. • Ensure you have checked if the words need to have dots or dashes on them and make sure that all grapheme and word cards are the right way round. • New words: use the example sentences in the lesson templates to support children's language acquisition. • Tricky words: ensure you are very clear about where the 'tricky bits' are in the words and also tell the children when a word is no longer tricky (identified in red on the lesson templates).
Read the sentence	Write the sentence that the children are going to read before the start of the day.
Spelling/Write the sentence	Ensure children have writing resources ready prior to the start of the lesson.
Review lessons/ Review weeks	Note that there are activities on these days/weeks which are different to the days when you teach new content, so check your understanding of these before the lesson.

How to ensure 100% participation

- Position focus children (children who may need additional support) in your eyeline to ensure you can check their participation.

- Direct additional adults to the children they will be supporting. They should be trained in how to provide effective scaffolds.

- Ensure all children in the class face you directly and can clearly see the grapheme and word cards.

- Sit at a child-friendly height so you can see how well the children are participating, and so they can see the cards.

During the lesson

- Be positive and enthusiastic throughout the lesson. Make reading exciting! Give children specific praise about their reading and spelling.

- Use the 'How to' videos to guide you about how to correct mistakes. Never say 'no' when children make a mistake.

- Ensure you are clear about how to enunciate each phoneme.

- When beginning to teach 'Grow the code', be clear about the ways in which you have already taught children how to say the phoneme.

- Check for feedback:

  - Ask individual children to read.

  - Use the 'choose two' strategy (choose two children at age-related expectations).

  - Use the 'check two' strategy (check the knowledge of two 'spotlight' children).