

Learning the letters

Start with a 'carpet time' session so all the children can see the book. (If necessary show the children in smaller groups.)

Start with a **Phonics Book**.

Show the class the left page of the book, carefully folding the right side back, and talk about the main picture.

For example, you could say:

"Hands up, who can tell me about this picture?"

"That's right, it's a snake. And what sound does it make?"

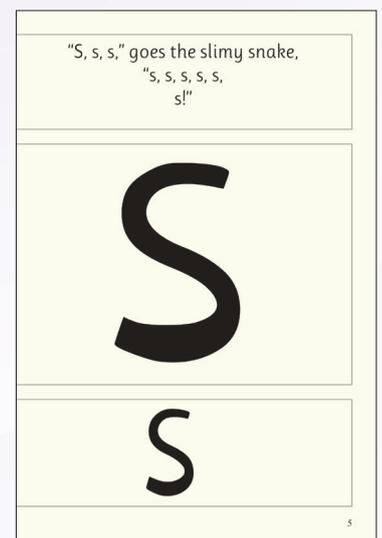
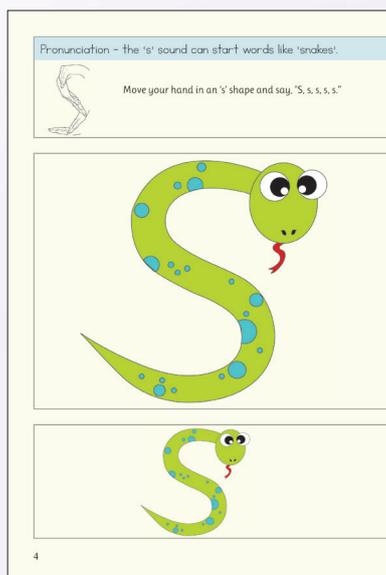
"That's right, a 'sss' sound."

Then open up the right side of the book and say:

"Notice how this shape looks like the snake. When you see a shape like this, can you say sss?"

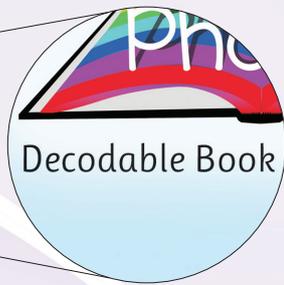
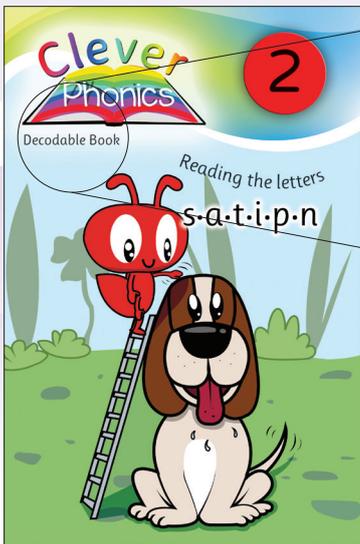
"There is a song that goes with this and an action."

Play the song (see the website for details on how to access the songs) and demonstrate the action, and encourage the children to copy.



"So when we see this shape what are we going to say?"

Now close the book, with your fingers inside marking the page, and then suddenly open it to show the children.



Once the children are confident with the letters and their sounds, they can move on to the **Decodable Book**. Each **Decodable Book** will use only the letters they have just learnt.

Blending, segmenting & reading

At the beginning of each **Decodable Book** are some letter cards showing the letters the children have just learnt.



Take one child at a time and place two of the letters they have just learnt on the table. Ask the child to say each of the phonic sounds. Place your finger on the shape underneath each letter as if it was a button. Gradually push the flashcards closer and closer until the child understands how to blend the sounds together, for example, 'i' and 't' to make 'it'. Once they have grasped the idea, add another letter, for example, 's' for 's-i-t'. See if they can take away letters and add others in.

This is a good time to tell the children about double letters. A memorable phrase you could use is: "Apart from oo's and ee's, If you see two of the same phonic, only say it once if you please!"

You could demonstrate words like 'app' and 'inn'.

Once the children understand blending and segmenting, they can begin to read the **Decodable Book** story.

Reading assessment for Book 2 Teacher _____

Childs name _____ Class _____ Date _____

read independently	✓	2 points
read with help	✓	1 point
misread	✗	0 points
missed out the word	/	0 points
added a word that wasn't there	+	0 points
needed help	!	0 points
guessed word	?	0 points

Story:

Ant

Ant's pan

Ant's pip

Ant pats

Ant's pin

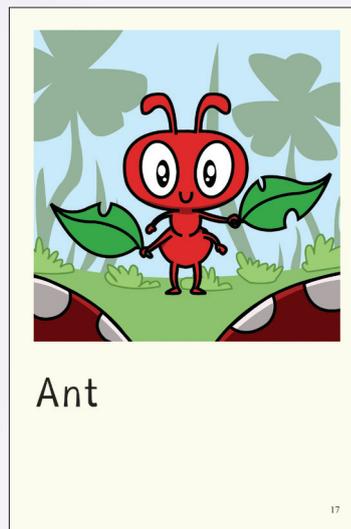
Ant's tin

Ant's tap

Ant naps

Score: _____ / 30

Notes:



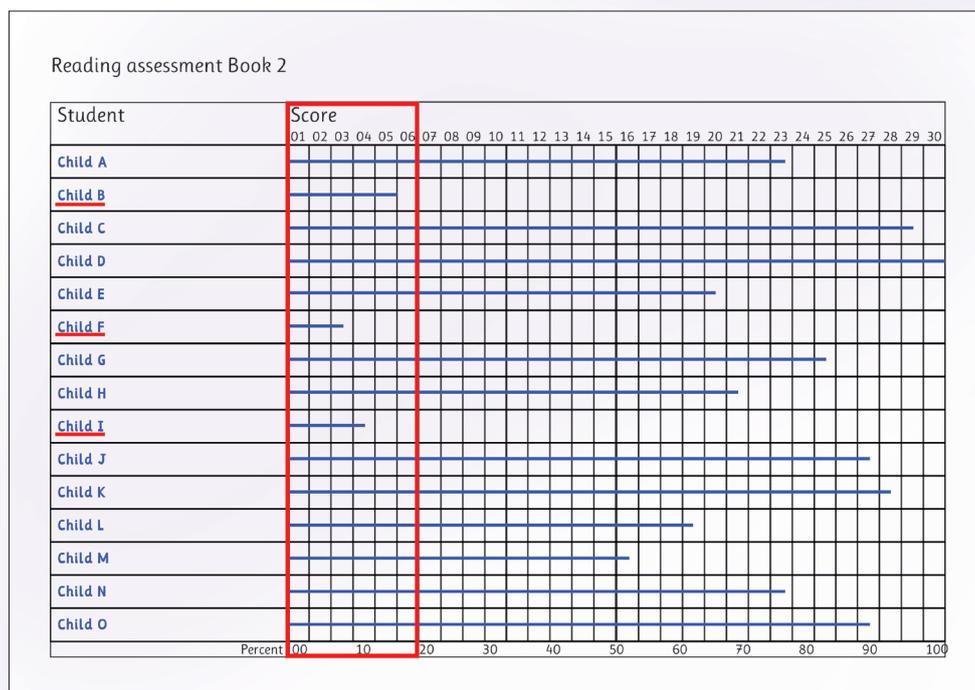
The books start off at an easier level and become progressively more challenging.

You can use the reading assessment sheet (available via the website) to help assess each child if you wish. This may prove helpful if deciding to separate the children into groups.

Depending on the number of students you have, when assessing the children's reading, the children can be separated into groups, so each child gets a fair turn of being listened to. For example, you may have to separate the children into three groups. 'Group A' will read on one day, 'group B' and 'group C' will read on the following consecutive days. If the child is not being tested, they can read in pairs, to a TA, or older children in the school. Reading to older children can benefit both the younger children and the older children, as this can give the older children more confidence in their reading too. Alternatively, children could take the Decodable books home to read to an adult.

Assessment

Once you have assessed all the children in the class, you can add their scores to the 'Class reading score sheet' This will help to help identify and support the lowest attaining 20% of children.



In this example 'Class reading score sheet' Child B, F and I are the lowest attaining 20% of children.

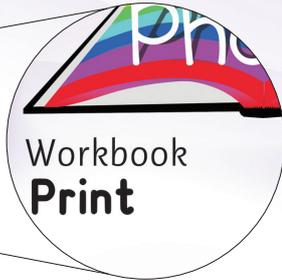
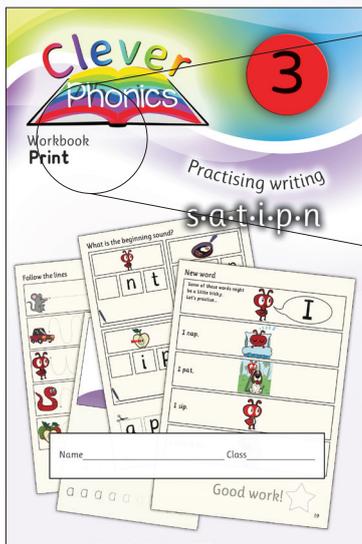
Support for the lowest attaining 20% of children.

Clever Phonics has been specially designed for all children and is inclusive by design. Children who still continue to struggle could be given extra 1-1 help or supported in a group.

Think about the child's environment and senses, is it too loud, too bright, is the classroom too distracting? Maybe a quiet area would be better for these children. Have these children got access to 'zones of regulation'? - This may help flag up any issues the children are having that may be distracting them from fully engaging. Have the children got special interests, where you could use their special interests to encourage and reward children?

It's worth having a discussion with the child's parents/carers to see if they can shed some light on any issues the children may be experiencing. Children who continue to struggle despite extra interventions may benefit from a SEN screening.

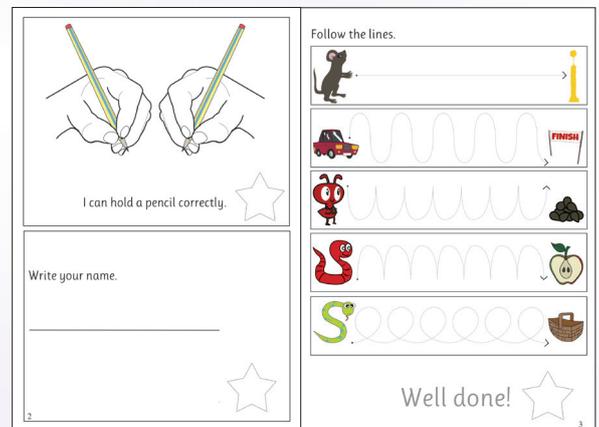
As the children become more confident with their phonics, you can informally test the children further with their sounds. This is done by the children listening to the teacher dictate the sounds, and the children holding up the correct letter cards. The teachers can then move on to dictating words that the children have to spell out. A list of appropriate words is available in the front of every Decodable book, on the Grown-ups' page.



Then the children can practise the pencil grip by writing their name, and then following the lines.

Workbooks

First demonstrate the tripod grip to show the children how to correctly hold a pencil, and get them to copy you.

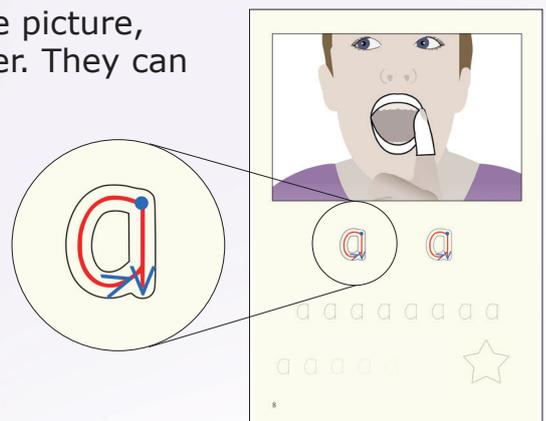


Using the whiteboard, demonstrate how to write each letter. Tell the children that they should start each letter in the book at the big dot and follow along to the arrow.

The children can begin colouring the white part of the picture, which will help them remember the shape of the letter. They can then begin to have a go at writing.

After the letter-writing practice, there are other activities for the children to do. These include:

- learning about beginning sounds and that will develop into middle and end sounds
- joining lower-case letters to capitals
- learning new words
- reading practice
- a game to play to practise the new words
- a colouring-in page
- making a bookmark activity - this is to help remind the children of the new words,

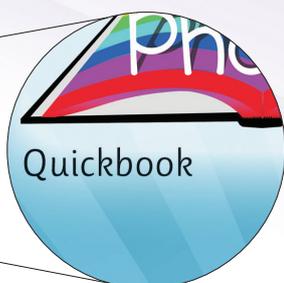
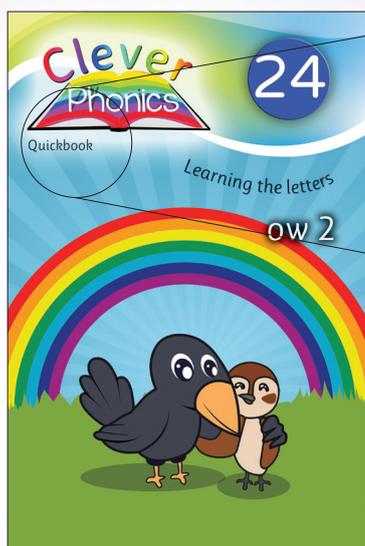


and where to look out for them in future books.

A selection of guided activities that could help with potential struggles that children may need more help with are listed at the end of the Workbook.

The children's progress can be recorded in the writing assessment sheet (available via the website).

Quickbooks



A **Quickbook** is a combination of a **Phonics Book**, a **Decodable Book** and a **Workbook** all in one with added new words to learn.



Tricky words

New word

Some words might be a little tricky.
Let's practise...

I

I nap.

I pat.

I sip.

I sit in a tin.

Good work! ☆

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Children will be introduced to new/tricky words in **Workbooks, Quickbooks** and occasionally in **Decodable Books**. These tricky words are to be dictated by the teacher.

They will have a chance to practise reading four sentences with that tricky word in.

There is a 'My word collection book' that can be downloaded from the resources page on the website. This is where the children can keep all the new tricky words they have learned. The word collection book shows the tricky word and highlights the tricky part of the word. Each child gets to tick off when they can read it, write it and find it in the decodable books. The word collection book can also be used as flashcards with the backs of each square.

Word - **I**

Tricky bit - **I**

Can you read it?

Can you write it?

Did you find it? ☆

Has	I
To	Is
Put	His

Weekly lessons

A Weekly lesson guide is provided for guidance. Each task set in a day should last for a maximum of one hour.

If you know the children are completely secure with the tricky word(s) in the Revise-&-review section, you don't have to include them when recapping.

Weekly-lessons	Revise-&-review	Teach	Practise	Apply	Assess	
Monday	u, l, f, b, ai, j, oa, ie & al. Book 07 & 10. Tricky words: fast, so, of & called	al Book 13 Tricky word called Book 13 page 11	al Book 13 Tricky word called Book 13 page 11	A chalk walk worksheets - al	Blending Book 13 page 9	
Tuesday	u, l, f, b, ai, j, oa, ie & al. Book 07, 10 & 13. Tricky words: fast, so, of & called	Tricky words, stroll, be, full & asked. work-sheets	Tricky words, stroll, be, full & asked work-sheets	Blending and reading Book 13 Book 13 pages 13 - 14	Reading assessment 13 + Progress form	
Wednesday	u, l, f, b, ai, j, oa, ie & al. Book 07, 10 & 13. Tricky words: fast, so, of	Tricky words, stroll, be, full & asked. work-sheets	Tricky words, stroll, be, full & asked work-sheets	Read tricky words & play the words game in pairs; Book 13 pages 24-27		
Thursday	u, l, f, b, ai, j, oa, ie & al. Book 07, 10 & 13. Tricky words: stroll, be, full & asked	ur Book 14 Tricky word curled Book 14 page 11	ur Book 14 Tricky word curled Book 14 page 11	Design a surfboard worksheets - ur	Blending Book 14 page 9	
Friday	u, l, f, b, ai, j, oa, ie & al. Book 07, 10 & 13. Tricky words: stroll, be, full & asked	ur Book 14 Tricky word curled Book 14 page 11	Design a surfboard worksheets - ur	Blending and reading Book 14 Book 14 pages 13 - 21	Reading assessment 14 + Progress form	

Notes

Any colouring pages that are included in the weekly lessons should only be done after the children have completed the required task(s) in that lesson. Children could always take the colouring home to complete if they wished to.

When reading to the children, it is very helpful to point to the words as you read, this encourages the children to recognise we read from left to right.

For any queries, please contact cleverphonics@gmail.com