

Individual Lesson plan

Subject:	LITERACY	Date:	14.03
Context:	Phase 3 and 5 letters and sounds	Year / class:	Year 1 - RR
Range of levels: P5 - 1a			
Teaching assistants / IEPs / GT / EAL.		Karen Howard EAL: CM, OO and LS SEN: HB (BESD), SM (BESD), RS (SLCN) and GB (VI)	
Other curriculum links: Dinosaurs			
Main BLP focus: Resilience (working in learning bubble, managing distractions, stickability, NOTICING). And Reciprocity.			
Learning Objective:	To notice phase 3/5 digraphs. BLP: To <u>notice</u>.	Success Criteria:	I can: Hear the 'ey' sound Recognise the 'ey' digraph Blend phonemes together
Introduction:	<ul style="list-style-type: none"> Recap sounds up to Phase 5 using IWB. KH to take LA to go for learning walk: see, stop, drop and write. Children to find pictures in Year 1-outside area and write the word to match the picture on the floor using chalk eg ship. Add sound buttons. HB, RS, OO, JM, RF and EK to recap ai, ee, oa and all phase 2 sounds. Once learning walk is complete the children will move to the outside sand pit where they will partake in a dinosaur egg hunt. Finding, sounding, decoding and reading each word. Discuss 'Rosie the Orangutan' through talk partners. Children to walk around the room sound talking using robot arms each picture to discover what sound we will be learning today. Children to discover their own learning outcome. Discuss new sound 'ey' and old sound 'ee'. Discuss sound buttons and their importance. <p>Demonstrate tasks on IWB.</p>		
Differentiation			
Children working at P7-P8	<ul style="list-style-type: none"> Children to access a range of free flow activities covering ai, ee and oa along with phase 2 letters and sounds. Children to be supported by RR initially to introduce activities after which KH to oversee. All children to be encouraged to read write and say words/sounds relating to today's sounds. Activities – Sand tray, foam, macaroni on pipe cleaners, play dough, Wicky sticks, paint stampers, dino hunt, coloured rice, magnetic letters, alphabet monster, jigsaw pieces and phonics play on computers. Children to work with an adult individually or in pairs to match pictures and words and spot sound buttons. HB – target H with positive reinforcement. Spotting the good not the 'bad' RS – Support with speech/pronunciation, encourage saying full words and avoid mumbling. 		
Children working at P8 - 1c	<ul style="list-style-type: none"> KH to support Lower Core group start their matching words to pictures followed by their phonics spotter activity. Children to draw sound buttons on decodable words containing 'ey' and 'ee'. Children must ensure they read each word by carefully sounding out each phoneme/grapheme. <p>Ext: Children to have a go at write their own words with 'ey' to match the pictures.</p>		

Children working at 1c- 1b	<ul style="list-style-type: none"> MA group start their phonics spotter activity. Children to draw sound buttons on decodable words containing 'ey' and 'ee'. Children must ensure they read each word by carefully sounding out each phoneme/grapheme. Ext: Yes/No questions on the back of their sheet. <p>GB – suitable text size, overlay, prop, light monitor</p>	
Children working at 1b -1a	<ul style="list-style-type: none"> HA group to work independently starting their phonics spotter activity. Children to draw sound buttons on decodable words containing 'ey' and 'ee'. Children must ensure they read each word by carefully sounding out each phoneme/grapheme. Some Yes/No questions will be on the back of their sheet Ext: Children to write their own silly sentences/questions in the space provided. HA (T.rex table) to be further extended with sound by RR. Discuss new sound and play silly soup! Children to write ingredients for their own silly soup. Using and differentiating between 'ey' and 'ee' sounds when writing their ingredients. 	
Plenary:	<ul style="list-style-type: none"> Trevor in the Mildenhall news! What a naughty dinosaur! Bring children back together to discuss new sound. Share some examples of reading, sound buttons and writing new 'ey' sound. Can the children distinguish between real and nonsense words? The dinosaur only likes real words! Tyrannosaurus Rex puppet. KH to observe children – any children noticed by RR or KH who are struggling with new sound to go with KH out into the area to recap sound on whiteboards. 	
Assessment opportunities:	<ul style="list-style-type: none"> Assess all during introduction group work challenge/plenary – what problems do chn notice, how do they articulate and suggest/justify corrections? KH to assess P5 – P7 group – record notes on post it's and feedback after lesson. RR to assess 1c – 1a children – question to establish understanding of spelling strategies/rules and use of punctuation. KH during plenary to take notes on new sound – Children who are unsure of new sound to go with KH to Year 1 area to recap. <p>Children to complete Learning intention highlighting whether they feel like they have achieved.</p>	