**PHONICS - Planning a sequence of Learning**

Complete the overview for the sequence of learning taking place.

**Sequence of learning**

**Subject:**

|  |  |  |
| --- | --- | --- |
| Unit/topic | How does the unit of work link to the curriculum framework? How does it link to wider reading/university sessions? | |
| Sequence of learning | Learning Objective/s | Outline of learning sequence |
| Lesson1 |  |  |
| Lesson 2 |  |  |
| Lesson 3 |  |  |
| Lesson 4 |  |  |
| Lesson 5 |  |  |
| Evaluation |  | |
| Next steps – Phonic phase progression |  | |

Complete a lesson plan for each of the lessons you teach.

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| --- | --- | --- | --- | --- | --- |
| **Phonic Scheme** | **Phonic Phase**  **1 2 3 4 5** | | **Year Group** | | **Date** |
| **Links to EYFS/other curriculum areas** | | | | | |
| **Learning objective/s** | | | **Success criteria** | | |
| **Resources** | | **Key Vocabulary** | | **Role of additional adults** | |
| **Daily discrete teaching session – Pace and progression** | | |  | | |
| **Revisit and review:** – Retrieval  Recently and previously learned letters and sounds/ Common exception words. |  | | | | |
| **Teach**: - New letters and sounds i.e., steps in learning, clear modelling, and articulation. |  | | | | |
| **Practise: -** Guided practise - What are you doing? What are the children doing?  Adapting the learning: Support, scaffold, and challenge to meet the needs of all learners. |  | | | | |
| **Apply** their phonics learning i.e., through reading / writing simple sentences /spelling. |  | | | | |
| **Assessment of learning:**  Checking for understanding throughout the lesson. |  | | | | |