**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |