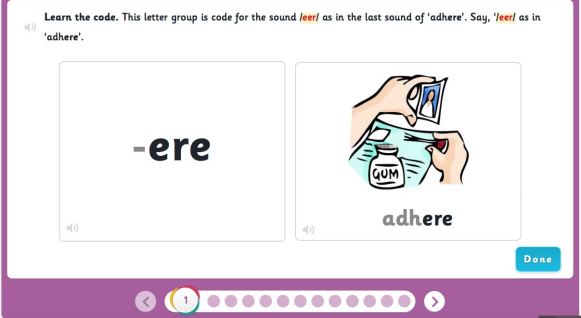
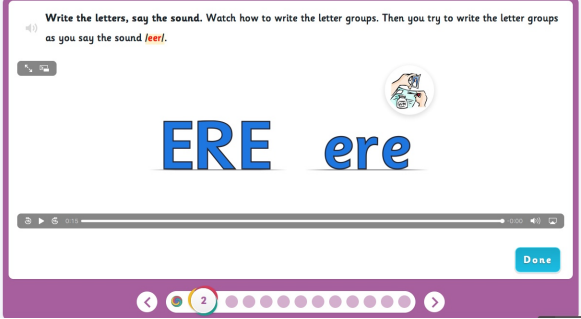
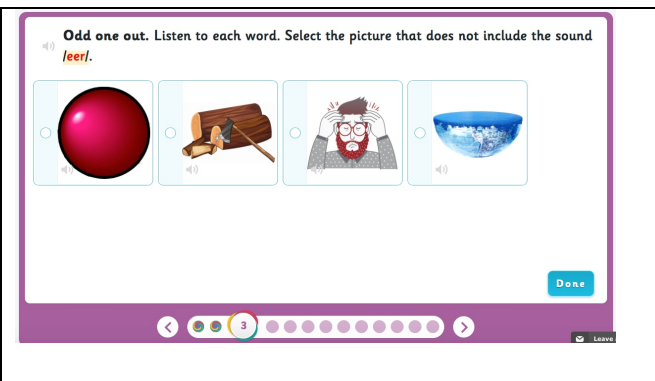
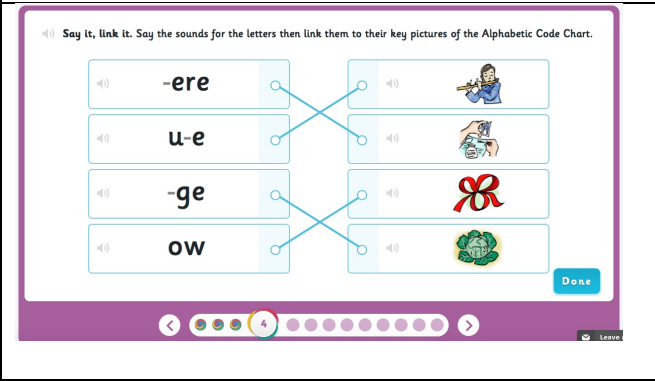
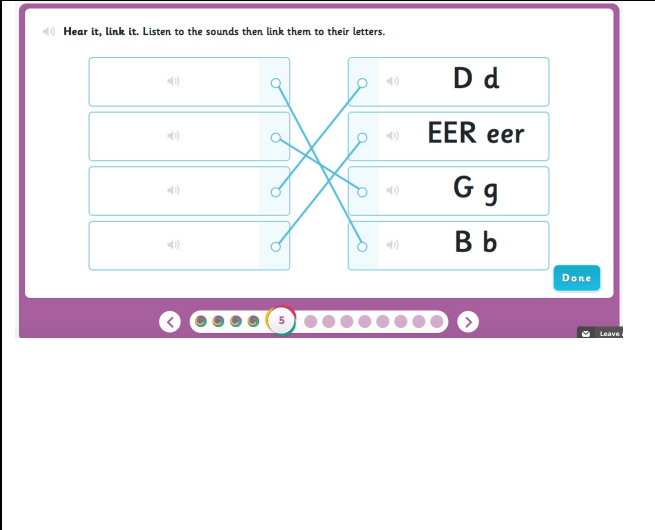


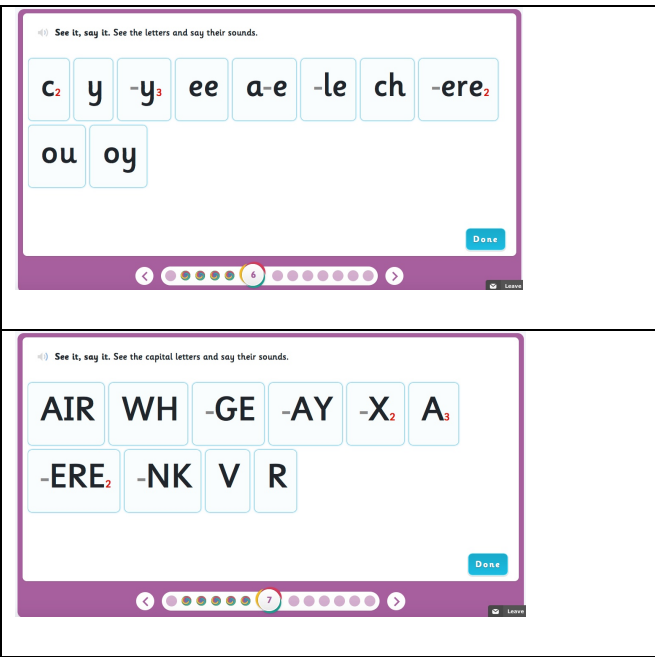
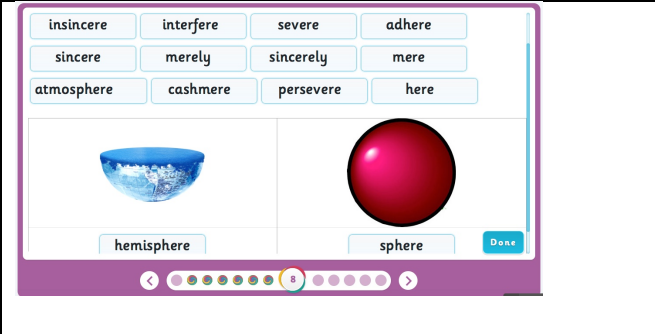
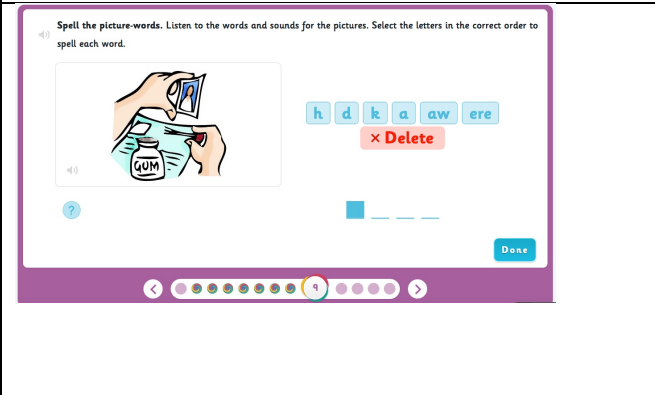
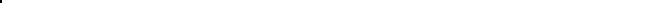
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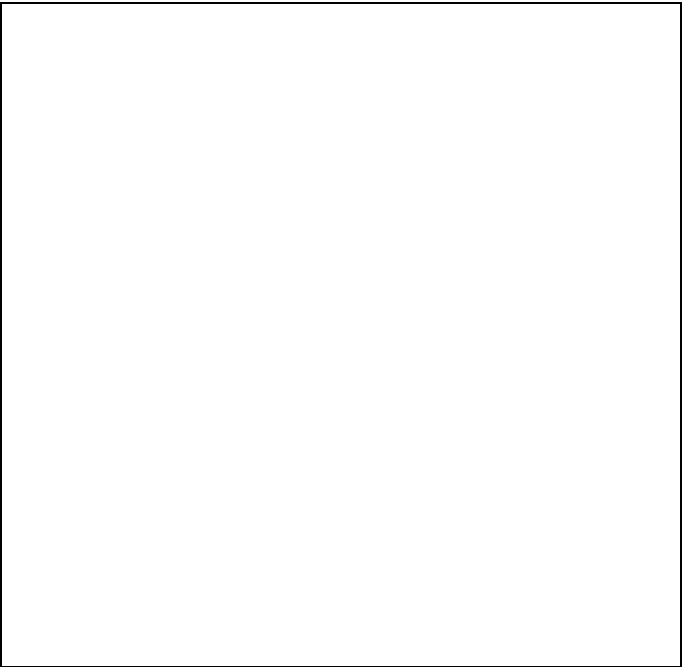
A digital phonics programme of 120 lessons for reading and spelling by Debbie Hepplewhite (Sept 2018)

Learning objectives underpinning the 13 online 'activities' of each lesson.
Each lesson provides a complete phonics 'teaching and learning cycle'.

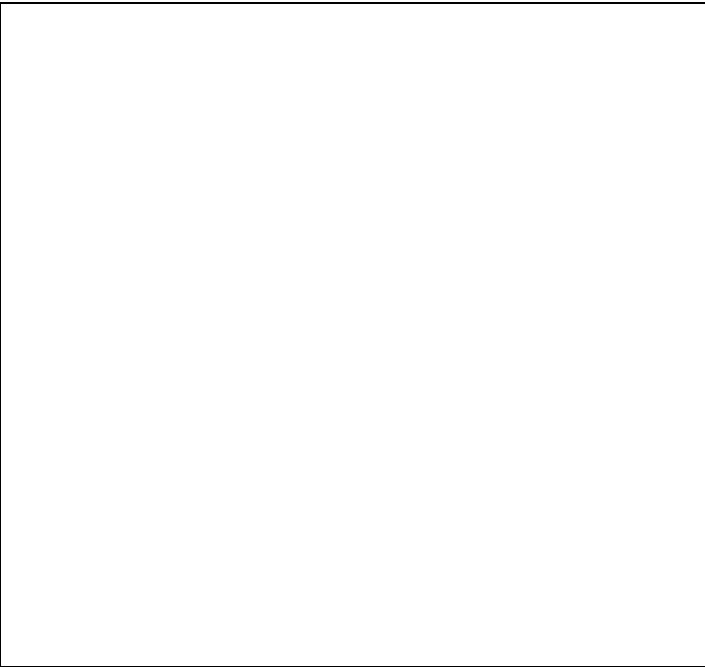
Learning objectives for each online activity	Online activities for each lesson	Activities
To learn the letter/s-sound correspondences of the alphabetic code by linking the focus grapheme to its focus sound	<p>Activity 1: Learn the code</p> <p>This letter group is code for the sound /eer/ as in the last sound of 'adhere'. Say, 'eer/ as in adhere'.</p>	<p>Example lesson 93 screenshots (These are a work-in-progress and included here only to give an indication of the content.)</p> 
To learn correct letter formation of capital and lower case letters, or letter groups, on a writing line linked to the focus sound and key picture-word (supports reading, spelling and writing)	<p>Activity 2: Write the letters, say the sound</p> <p>Watch how to write the letter groups. Then you try to write the letter groups as you say the sound /eer/.</p>	

<p>To identify the focus sound wherever it occurs in the spoken word (phonemic awareness)</p>	<p>Activity 3: Odd one out</p> <p>Listen to each word. Select the picture that does not include the sound /eer/.</p>	
<p>To say the sounds for the focus grapheme confidently and to be familiar with the example key picture-word for each letter/s-sound correspondence as introduced in the programme (print-to-sound: this activity is a reading <i>sub-skill</i>)</p>	<p>Activity 4: Say it, link it</p> <p>Say the sounds for the letters then link them to their key pictures of the Alphabetic Code Chart.</p>	
<p>To hear a phoneme and identify its corresponding capital and lower case graphemes (sound-to-print: this activity is a spelling <i>sub-skill</i>)</p>	<p>Activity 5: Hear it, link it</p> <p>Listen to the sounds then link them to their letters.</p>	

<p>To say the correct sounds in automatic response to a range of graphemes (letters and letter groups)</p>	<p>Activity 6: See it, say it</p> <p>See the letters and say their sounds.</p>	
	<p>Activity 7: See it, say it</p> <p>See the capital letters and say their sounds.</p>	
<p>To sound out and blend to read words of different lengths and structures and select words to match their pictures to demonstrate comprehension</p>	<p>Activity 8: See it, say it, match it</p> <p>Read the words then select two words that are the best match for the two pictures.</p>	
<p>To orally segment (identify) the sounds from beginning to end of selected spoken words and allot letters and letter groups to spell the words (sound-to-print for spelling)</p>	<p>Activities 9, 10 and 11: Spell the picture-words</p> <p>Listen to the words and sounds for the pictures. Select the letters in the correct order to spell the word.</p>	




To read two texts aloud and demonstrate comprehension



Activity 12: Read and match

Read both sets of sentences aloud, then select which sentences match the picture.

Spell the picture-words. Listen to the words and sounds for the pictures. Select the letters in the correct order to spell each word.




ere n v s e oo
Delete

?

Done

< 10 >

Spell the picture-words. Listen to the words and sounds for the pictures. Select the letters in the correct order to spell each word.




sh ere c a m b
Delete

c a sh m ere

Done

< 11 >

Read and match. Read both sets of sentences aloud, then select which sentences match the picture.



Done

< 12 >

Greg's father told him to persevere with his golf lessons. Dad did not like to interfere. He merely considered a little bit of interest from him might keep Greg on track to practise and succeed. A year later, Greg took part in a county-wide golfing event. On the day, there was a fantastic atmosphere. The crowd was so supportive and Greg came sixth overall. Dad's interference and Greg's perseverance had finally paid off. Greg felt very pleased with his effort but not nearly as pleased as his dad!

Miss Grere spent much of her spare time here at the sea-shore. This is where she felt inspired with ideas for her children's picture books thanks to the magical atmosphere. Miss Grere often wore her green cashmere shawl down on the beach - in memory of her wonderful grandmother. Miss Grere was acutely aware of the waves lapping (or crashing) on the sand, birds singing in the trees and squawking in the air, crabs scuttling and sand flies jumping out of the way. She shared every small sight, sound or smell that filled her senses with delight by including them in the children's books.

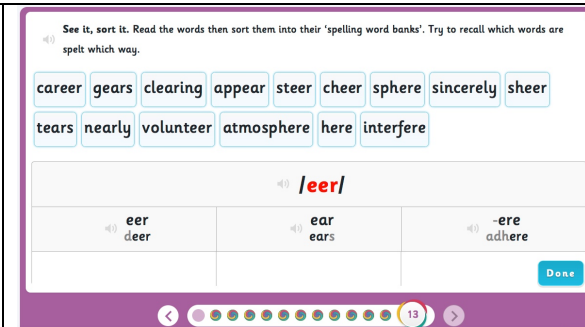
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To build up knowledge about the 'spelling word banks' for the focus letter/s-sound correspondences

Please note: There are various 'See it, sort it' activities in the programme but the main emphasis of Activity 13, as the programme progresses and the content allows, is building up knowledge of 'spelling word banks' for spelling alternatives or pronunciation alternatives.

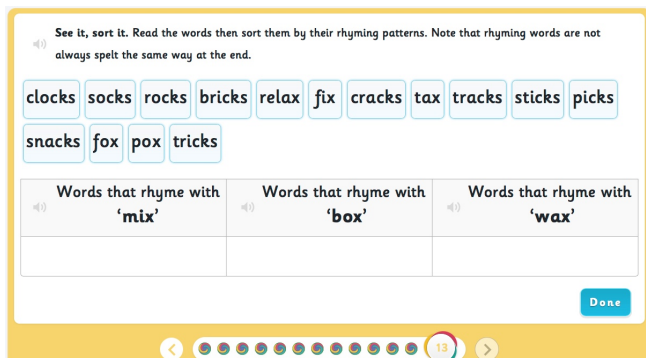
Activity 13: See it, sort it

Read the words then sort them into their 'spelling word banks'. Try to recall which words are spelt which way.



Other sorting activities include for final activity:

- Sorting capital and lower case letters
- Sorting words written in capital or lower case letters
- Sorting words by rhyme
- Sorting short words by their medial sound



Additional resources provided include:

Giant printable Alphabetic Code Chart

Mini tabletop Alphabetic Code Chart

Giant Alphabet poster with letter formation

Mini tabletop Alphabet

Series of Frieze cards with letter formation with cumulative words to model blending for reading and segmenting for spelling. These can also be used for reversible flash cards and browse folders.

Guidance for use of the programme including suggestions for extension activities.

Printable activities.

Ability to edit the lessons.