

Appendix 10 – Using phonics-based approaches in English

Tutor/teacher/lecturer/assessor	Date	Level
Rebecca Maynard	16/01/2020	Entry Level 3
Subject	Position in sequence/module (refer to scheme of work)	
Spelling Skills	Session <u>17</u> of <u>32</u>	
Learning intentions – aim/s of the session	Key issues that relate to this group/session. Further information can be found on the group profile. Include learning support if applicable.	
The aim of today's session is to focus on individual spelling skills using phonics.		
Measurable objectives	This is a high needs group and only has 5 learners due to this. Learners in this group need consistency and routine but have become confident with phonics, as we have been working on individual spelling skills for a few weeks now.	
<ul style="list-style-type: none"> • Identify syllables in words • Identify the sounds within a word to help spell the word • Complete a phonics activity using grapheme cards to spell words that end in 'tion' • Reflect on progress by completing an exit ticket at the end of the session. 	The learners are working well in their English sessions and have been part of the OTLA phonics project, which includes using phonics at a post 16 level to help with their spelling.	
Implementation	Impact – how will you check learning and understanding	
Introduction – rationale, re-cap or review	Check in point 1- can learners spell any of the words that end in 'tion' that have been planned for today's session. If learners can spell these words, I will give them a different word with the ending.	

<p>Learners have been struggling finding the correct ending for words. This activity will focus on the 'tion' ending to help them in their writing module.</p> <p>The planned words are:</p> <p>Education</p> <p>Station</p> <p>Location</p> <p>Action</p> <p>Question</p> <p>Learners have previously complete phonics activities in other sessions as well as learning the alphabet, consonants and vowel and syllables.</p>	<p>Check in point 2 – can learners identify how many syllables are in the word?</p> <p>Check in point 3 – can learners identify the first sound they hear in the word?</p> <p>Check in point 4 – can learners find the sound using the grapheme cards provided?</p> <p>Check in point 5 – are learners able to identify the correct ending?</p> <p>This should be continued for the rest of the sounds in the word until the learners have correctly spelt out the words using the grapheme cards.</p>
<p>Content – learning activities including differentiation, stretch & challenge and extension</p> <p>Learners will work at their own pace on this activity with the tutor or an LSA.</p>	<p>Misconceptions and mistakes are fine and learners should have full autonomy on this task – when you review the task with the learners it is then that you can discuss any errors and point them in the right direction.</p>
<p>Conclusion/review – have they achieved the objectives?</p> <p>There is a plenary activity to check that the objectives have been achieved with an exit ticket.</p> <p>Learners have been using exit tickets in previous class to review their own learning so this is normal procedure for these learners.</p>	