

## Appendix 1 - Scheme of Work: Phonics Project-Spelling challenge

Session	Topic	Session Breakdown (* to indicate if <b>knowledge build (*KB)</b> or <b>post 16+ (*P16)</b> phonics task	Objectives	Success criteria	Teaching hours
1	Introduction to the challenge  Initial Data capture	<ol style="list-style-type: none"> <li>1. <b>(*KB) Board challenge focusing on a letter of the week.</b> This was the letter 'e' and used to encourage vocabulary, as learners were encouraged to write the words they knew that <u>started</u> with this letter. This encouraged learners to think about their verbal vocabulary and also encouraged an increased appetite to attempt spelling thus allowing the positive learning environment to be invoked and encouraged.</li> <li>2. <b>Mind-set star</b> completed to assess initial thoughts and appetite of students towards spelling.</li> <li>3. A <b>spelling assessment</b> based on the expected style for functional skills using the words set for the relevant functional skills level (E1-E3). This is to gather the initial capability level of students and give the foundation for progression.</li> <li>4. An <b>initial reflection</b> on thoughts and appetite towards spelling.</li> </ol>	<p>By the end of the session, learners will have:</p> <ul style="list-style-type: none"> <li>• Completed the mind-set star and page 1/week one of the reflective diary</li> <li>• Demonstrated their spelling ability by completing the assessment</li> </ul> <p><b>KB knowledge build</b> = task/s that would identify any gaps in phoneme/grapheme correspondences and allow those to be worked on by the individual or class, as required.</p>	<ul style="list-style-type: none"> <li>• Buy in of students to the challenge</li> <li>• Positive language being used in the classroom</li> <li>• Successful interaction with the initial task and willingness to put words on the board</li> <li>• Completion of the initial data gather tasks.</li> </ul>	1

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2	Syllable knowledge and building	<p>1. <b>(*KB)</b> Board challenge focusing on a letter of the week, the letter 'f'. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>2. <b>(*KB or recap depending on group)</b> <b>Syllable knowledge:</b> Interactive teach to encourage students to identify the number of syllables in a word and thus break down the components to aid spelling.</p> <p>3. <b>(*P16) Syllable task:</b> Differentiated task to identify the number of syllables in <u>words</u>, with a stretch and challenge task to come up with their own <u>words</u> based on an expected number of syllables. (Extension task: For E2 and above to use the words in context and produce sentences)</p> <p>4. <b>Weekly reflection</b> based on the session.</p>	<p>By the end of the session, learners will have:</p> <ul style="list-style-type: none"> <li>• Demonstrated their knowledge of syllables</li> <li>• Spelt at least one multi-syllable word on their wipe-board</li> <li>• Identified the syllable content for at least 3 words</li> <li>• Completed week two of their reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the learning tasks involved.</li> <li>• Learners using positive language regarding the environment and spelling</li> <li>• Identifying words and focusing on vocabulary they know and learn from peers rather.</li> <li>• Attempting to spell words without fear of being wrong.</li> </ul>	1

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3	<b>Syllable combining and word endings.</b>	<p>1. <b>(*KB) Board challenge</b> focusing on a letter of the week, the letter 'g'. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>2. <b>(+P16) Syllable combining:</b> Group spelling challenge using wipe boards and differentiated words. Group are given a word and encouraged to identify the number of syllables and attempt to spell it. Words selected start with the letter of the week for familiarity and at least one should be selected from the board. This is introduced orally and then worked though in writing on the board. NB: Extension: Ask learners to use the word in context. (Orally and in writing, where appropriate)</p> <p>3. <b>(KB/*P16) Word endings:</b> Interactive session looking at words identified in the board challenge and how we could change their usage by adding different endings.</p> <p>4. <b>(*P16) Word Endings task:</b> Differentiated task to consider which endings could be added to words. (Extension task: For E1 verbal discussion about using the words in context. For E2 and above to use the words in context and produce sentences)</p> <p>5. <b>Mind-set star</b> completed to assess current thoughts and appetite of students towards spelling.</p> <p>6. <b>Weekly reflection</b> based on the session. (Ask to complete in break if run out of time)</p>	<ul style="list-style-type: none"> <li>• Demonstrate your spelling ability by completing the syllable combining task and endings task</li> <li>• Spell at least one word using post it notes</li> <li>• Complete a mind-set star and week three of your reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling mistakes made and accepted, then used as a point for class learning.</li> <li>• Actively identifying words and offering responses to spellings for tasks 1-3.</li> <li>• Active and willing participation in all the learning tasks involved.</li> <li>• Applying words they have spelt in context (verbally/written)</li> <li>• Attempting to spell words without fear of being wrong.</li> </ul>	1

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4	Syllable combining and word stretching or sorting	<p>1. <b>(*KB) Board challenge</b> focusing on a digraph of the week, 'ch'. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>2. <b>(+P16) Syllable combining:</b> Group spelling challenge using wipe boards and differentiated words. Group are given a word and encouraged to identify the number of syllables and attempt to spell it. Words selected start with the digraph of the week (ch) for familiarity and at least one should be selected from the board. This is introduced orally and then worked through in writing on the board. NB: Extension 1: Add different endings to the word, where relevant, to consolidate previous weeks task. 2: Ask learners to use the word in context. (Orally and in writing, where appropriate)</p> <p>3. <b>Differentiated exercise:</b></p> <p>For E1/E2 students- <b>Word stretching</b> using post it notes to build word links. (Resources: pre written post its) NB: Extension: Ask learners to use the words in context, written where possible.</p> <p>For E3 – <b>word sorting</b> using post it's and grouping words under the different phonic sounds for 'ea'. NB: Extension: Ask learners to use the words in context, written where possible.</p> <p>4. <b>Weekly reflection</b> based on the session. (Ask to complete in break if run out of time)</p>	<ul style="list-style-type: none"> <li>• Demonstrate your spelling ability by completing correctly 2 syllable combining words and adding endings</li> <li>• Spell at least one word using post it notes</li> <li>• Sorting at least 3 words to the correct grapheme sound</li> <li>• Complete week four of your reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling mistakes made and accepted, then used as a point for class learning.</li> <li>• Actively identifying words and offering responses to spellings for tasks 1-3.</li> <li>• Active and willing participation in all the learning tasks involved.</li> <li>• Applying words they have spelt in context (verbally/written)</li> <li>• Attempting to spell words without fear of being wrong.</li> </ul>	1

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5	Syllable combining and end data capture	<p>1. <b>(*KB) Board challenge</b> focusing on a digraph of the week. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>However, this week the digraph is 'th' for E1/2 and can be at the beginning or end of the word. For E3 the digraph is 'ea' and this could be anywhere in the word.</p> <p>2. <b>(+P16) Syllable combining:</b> Group spelling challenge using wipe boards and differentiated words. Group are given a word and encouraged to identify the number of syllables and attempt to spell it. Words selected include the digraphs ('th' for E1/2 and 'ea' for E3) for familiarity and at least one should be selected from the board. This is introduced orally and then worked through in writing on the board. NB: Extension 1: Add different endings to the word, where relevant. 2: Ask learners to use the word in context. (Orally and in writing, where appropriate)</p> <p>3. A re-take of the initial <b>spelling assessment</b> based on the expected style for functional skills using the words set for the relevant functional skills level (E1-E3). This is to gather the current/end capability level of students and allow assessment of progress.</p> <p>4. <b>Mind-set star</b> completed to assess current thoughts and end appetite of students towards spelling.</p> <p>5. <b>Weekly reflection</b> based on the session. (Ask to complete in break if run out of time)</p> <p>6. <b>Final reflection</b> based on thoughts on spelling and confidence levels. (Ask to complete in break if run out of time)</p>	<ul style="list-style-type: none"> <li>• Apply your spelling knowledge to correctly complete 2 syllable combining words and add endings</li> <li>• Demonstrate your spelling ability by completing the task</li> <li>• Complete the mind-set star and the final page of the reflective diary</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling mistakes made and accepted, then used as a point for class learning.</li> <li>• Actively identifying words and offering responses to spellings for tasks 1-3.</li> <li>• Active and willing participation in all the learning tasks involved.</li> <li>• Applying words they have spelt in context (verbally/written)</li> <li>• Attempting to spell words without fear of being wrong.</li> <li>• Completion of the end data gather tasks.</li> </ul>	1