

Supporting the Application of Phonics Skills in Reading and Writing

4 part structure	Overview of possible content	How can I help?
Revisit and Review	<ul style="list-style-type: none"> • Review recently learned grapheme-phoneme correspondences • Review recently learned 'tricky' or high frequency words • Review the skills of segmenting and blending 	<ul style="list-style-type: none"> • Observe children's responses during revisit and review sessions and report any misconceptions to the teacher (content of this portion of the session should be focused on previously learned skills and knowledge) • Support children with segmenting and blending using phoneme frames and or sound buttons, if necessary • Provide a visual prompt (i.e. using a whiteboard) for pupils who require additional support • Encourage children to use the learning environment resources to help (i.e. phonics wall, phonics mats, etc.)
Teach	<ul style="list-style-type: none"> • Teach new grapheme-phoneme correspondences • Teach new 'tricky' or high frequency words • Provide the opportunity to blend and segment new phonemes • Support children with letter formation of new graphemes 	<ul style="list-style-type: none"> • Reinforce new learning with different groups of learners (children may sit in 'phonic places' during discrete sessions which will support this process) • Observe the 'focus group' that you will be working with during the 'practise' and/or 'apply' sections of the lesson – What knowledge needs to be re-visited/ reinforced? With whom? • Provide visual prompts for pupils who require additional support (phoneme frames, whiteboards, magnetic letters, phoneme fans, etc.)
Practise	<ul style="list-style-type: none"> • Model how new skills and knowledge can be applied in reading and writing (shared reading/ shared writing opportunities) 	<ul style="list-style-type: none"> • Observe children as they apply skills in reading and writing and reinforce key learning • Encourage children to orally blend and segment sounds to read and spell • Model reading and writing, as appropriate
Apply	<ul style="list-style-type: none"> • Apply newly learned skills in reading and writing • Provide opportunities to apply skills in the learning environment, both indoors and outdoors 	<ul style="list-style-type: none"> • Consider learning from the daily discrete session – Reinforce key skills and knowledge when supporting play in the environment • Encourage children to use learning displays when they get stuck (encourage independence)

