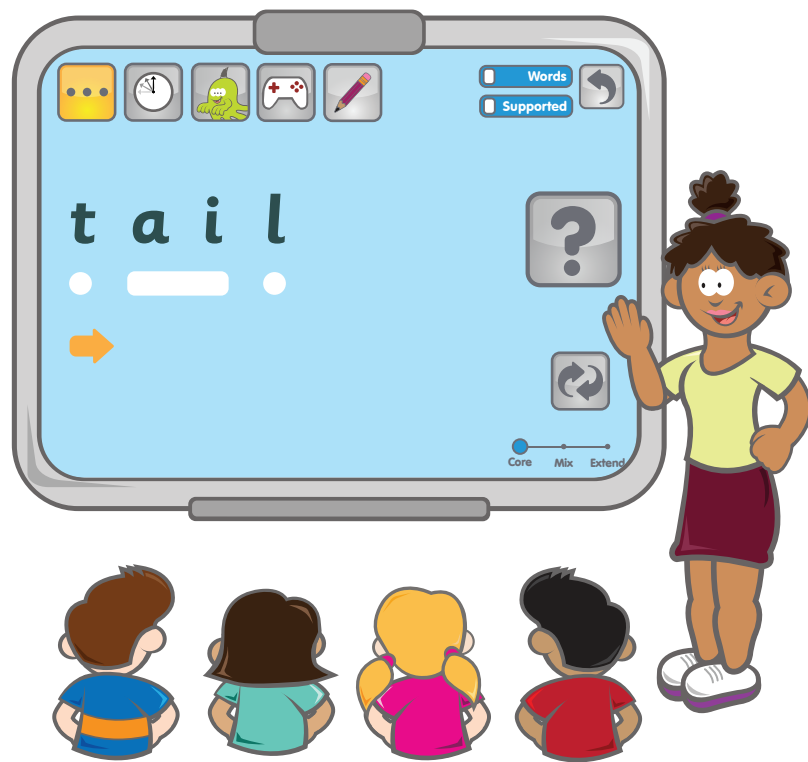




# No-Prep Phonics Lessons



A Teacher's Guide to Using  
Phonics Hero to Structure and  
Resource Your Phonics Lesson

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# What Does Phonics Hero Teach?

Phonics Hero uses systematic, synthetic phonics to teach children how to read and spell. Research across the English-speaking world has proven that synthetic phonics is the most effective method to teach early reading and spelling. By following Phonics Hero's synthetic phonics approach, you will be teaching children:

- The 44 phonemes (sounds) of English and their associated graphemes (letter/s).
- How to blend these phonemes together to read a word.
- How to segment to spell words.
- How to read and spell tricky words, such as 'the' and 'was'.
- How to put these skills together to read sentences.

To learn more about synthetic phonics [click here](#).

## Overview of Learning

There are 44 phonemes in the English language. Phonics Hero systematically and explicitly teaches these phonemes. The program takes between 3-5 years to complete.

### Part One

Level	Phonemes	Tricky Words
Level 1	s m c t g p a o	I, the, was, to, are, she
Level 2	r l d b f h i u	day, of, a, he, today, for
Level 3	v w y z j n k e	all, is, me, no, they, said
Level 4	ll ss ff zz	you, play, this, come, my, have
Level 5	sh ch th wh	like, do, says, what, going, give
Level 6	ck ng qu x	away, see, look, very, once, we

On level 1, we start with a group of 8 phonemes and children start reading and spelling with these phonemes right away. Levels 2 and 3 will continue introducing single letter phonemes. Level 4 introduces the concept that a phoneme can be represented by more than one letter. Level 5 and 6 introduce the idea that two letters can represent a phoneme, for example 'sh' as in 'ship'. Each level also teaches children to read and spell six tricky words.

### Part Two

Level	Alternative Spellings	Tricky Words
Level 7	VCC CCVC CVCC words	one, some, want, many, love, has
Level 8	ee ea y e	people, live, brother, sister, house, where
Level 9	i igh y ie i_e	her, out, there, about, his, down
Level 10	o oa ow o_e	because, two, another, more, here, our
Level 11	a ai ay a_e	friend, their, were, your, could, four
Level 12	oo ew ue u_e	half, first, good, girl, saw, would

Level 7 presents children with longer words, for example 'stop' or 'milk', using phonemes they have previously learned. The focus of this part now shifts towards spelling choices, as children have to make decisions about which alternative spelling to choose. For example, "is it 'ee' or 'ea' for the word 'tree'?" Each level also teaches six tricky words for reading and spelling.



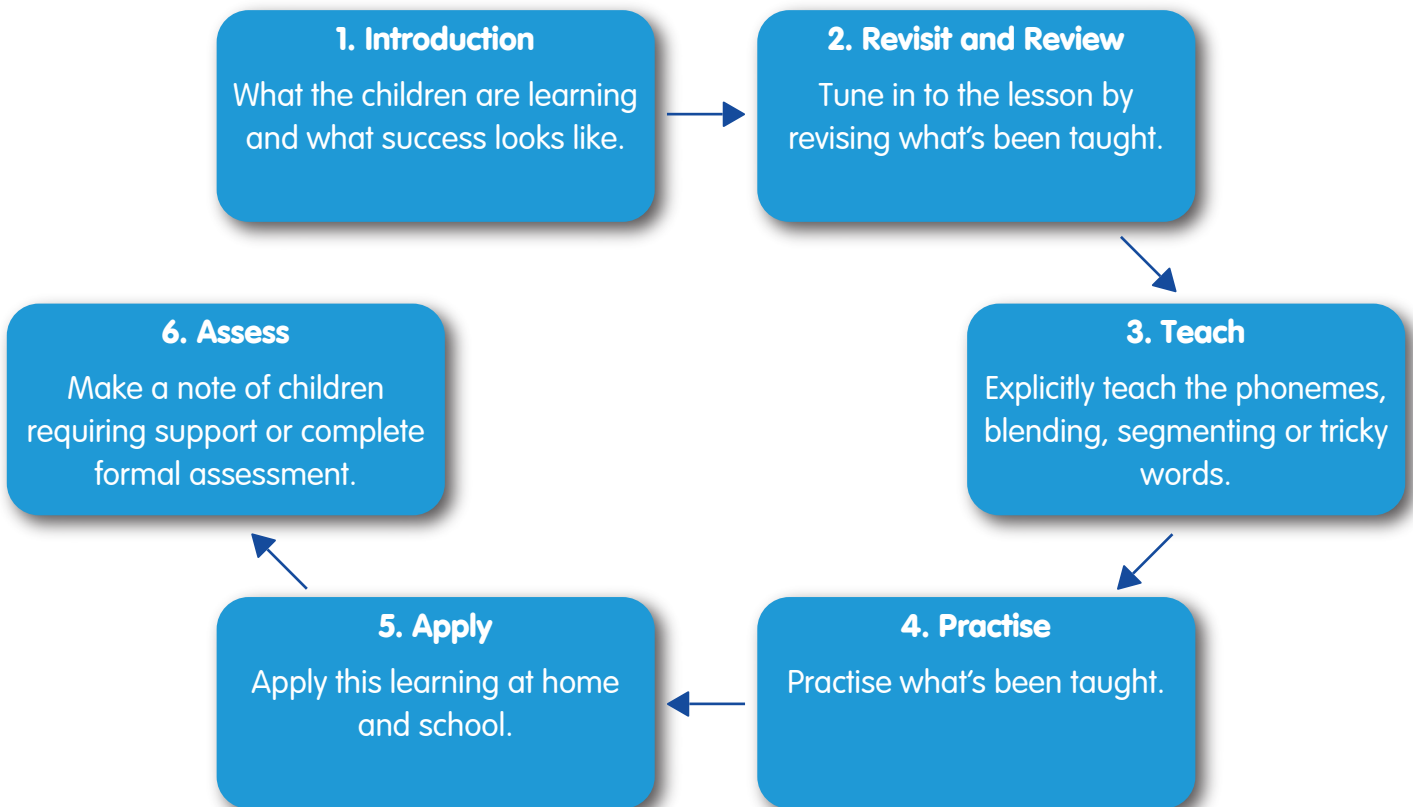
## Part Three

Level	Alternative Spellings	Level	Alternative Spellings
Level 13	r rr wr	Level 20	ir er ear ur or
Level 14	oi oy	Level 21	or au aw al ore
Level 15	ph f ff	Level 22	air ear are ere
Level 16	ow ou	Level 23	j dge ge g
Level 17	c ce s se ss	Level 24	ch tch tu
Level 18	u oo oul	Level 25	sh ci ti
Level 19	ar a	Level 26	s si

We continue to teach all the alternative spellings for a phoneme and, by the end of level 26, have taught all the 44 phonemes of the English language. No new tricky words are taught in this part.

## A Great Phonics Lesson

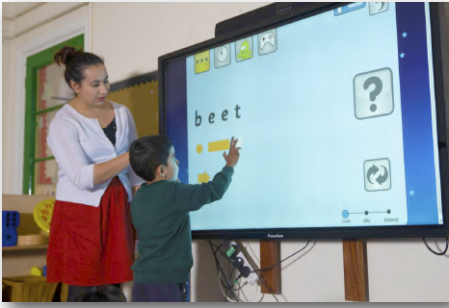
Phonics Hero supports a teacher through every step of teaching phonics. A well-structured phonics lesson will include the following steps:



# The Phonics Hero Resources

Our resources can be used in each and every step of your phonics lesson.

## No-Prep Phonics Lessons



Phonics Hero's click-and-go Phonics Lessons support teachers in every step of teaching the phonemes, reading and spelling. Our interactive Phonics Lessons are jam-packed with 3,500 decodable words, 1,000 nonsense words and 2,000 decodable sentences alongside video, audio and picture support.

## 850 Phonics Games



Ready to play on your interactive whiteboard or a computer, our 850 games make the practising and application of phonics skills so fun!

## 200 Worksheets



Each level has a workbook of worksheets to practise the skills taught in each lesson.

## Assessment Tools



Both pre- and post-assessments to ensure every child is on target towards successful reading and spelling.

## Individual Child Accounts



With delightful games and a captivating storyline, our Child Accounts motivate children to practise their phonics skills at home too! The 850 step-by-step games are played sequentially, ensuring competency at the basics before moving onto more complex content.

With their own individual logins, children can play on an iPad, Android tablet or computer, at home and school.



# What You Teach - When!

We have given you 2 weeks of lesson templates; it's likely to take longer to achieve mastery, where children are achieving 80-100% success. With this in mind, you will need to repeat lessons. Expect spelling of words and tricky words to develop slower than reading, and so more lessons will be required until mastery is achieved.

Before each lesson you will need you will need to insert the information below into the lesson template.

## Part 1

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	1	4 Phonemes: s, a, t, p Template 1 Workbook: p1	4 Phonemes: m, c, g, o Template 1 Workbook: p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5
	2	Spelling Template 5 Workbook: p6	Tricky Word Reading: l, was, the, to, are, she Template 6 Workbook: p7	Tricky Word Spelling: l, was, the, to, are, she Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9
<b>2</b>	1	4 Phonemes: r, l, d, u Template 1 Workbook: p1	4 Phonemes: b, f, h, i Template 1 Workbook: p2	Reading Template 2 Workbook: p3	Reading Template 3 Games: Workbook: p4	Spelling Template 4 Workbook: p5
	2	Spelling Template 5 Workbook: p6	Tricky Word Reading: day, of, a, today, he, for Template 6 Workbook: p7	Tricky Word Spelling: day, of, a, today, he, for Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9
<b>3</b>	1	4 Phonemes: v, w, e, n Template 1 Workbook: p1	4 Phonemes: z, j, k, y Template 1 Workbook: p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5
	2	Spelling Template 5 Workbook: p6	Tricky Word Reading: all, is, me, no, said, they Template 6 Workbook: p7	Tricky Word Spelling: all, is, me, no, said, they Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9
<b>4</b>	1	4 Phonemes: ll, ss, ff, zz Template 1 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: play, this, you, come, my, have Template 6 Workbook: p7	Tricky Word Spelling: play, this, you, come, my, have Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day
<b>5</b>	1	4 Phonemes: sh, ch, th, wh Template 1 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
		Tricky Word Reading: says, do, like, going, give, what Template 6 Workbook: p7	Tricky Word Spelling: says, do, like, going, give, what Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day



## Part 1 cont.

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
6	1	4 Phonemes: ck, ng, qu, x Template 1 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: away, see, look, once, we, very Template 6 Workbook: p7	Tricky Word Spelling: away, see, look, once, we, very Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day

## Part 2

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	1	VCC/CCVC/CVCC Words (no new phonemes) Template 1 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: one, some, want, many, love, has Template 6 Workbook: p7	Tricky Word Spelling: one, some, want, many, love, has Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day
8	1	4 Spelling Choices: ee, ea, y, e Template 10 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: people, live, brother, sister, house, where Template 6 Workbook: p7	Tricky Word Spelling: people, live, brother, sister, house, where Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day
9	1	5 Spelling Choices: i, igh, y, ie, i_e Template 10 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: her, out, there, about, his, down Template 6 Workbook: p7	Tricky Word Spelling: her, out, there, about, his, down Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day
10	1	4 Spelling Choices: o, oa, ow, o_e Template 10 Workbook: p1 & 2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: because, two, another, more, here, our Template 6 Workbook: p7	Tricky Word Spelling: because, two, another, more, here, our Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day



## Part 2 cont.

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>11</b>	1	4 Spelling Choices: a, ai, ay, a_e Template 10 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: friend, their, were, your, could, four Template 6 Workbook: p7	Tricky Word Spelling: friend, their, were, your, could, four Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day
<b>12</b>	1	4 Spelling Choices: oo, ew, ue, u_e Template 10 Workbook: p1 and p2	Reading Template 2 Workbook: p3	Reading Template 3 Workbook: p4	Spelling Template 4 Workbook: p5	Spelling Template 5 Workbook: p6
	2	Tricky Word Reading: girl, saw, would, half, first, good Template 6 Workbook: p7	Tricky Word Spelling: girl, saw, would, half, first, good Template 7 Workbook: p8	Reading Sentences Template 8 Workbook: p9 & 10	Writing Sentences Template 9	Revision Day

## Part 3

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>13</b>	1	3 Spelling Choices: r, rr, wr Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>14</b>	1	2 Spelling Choices: oi, oy Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>15</b>	1	3 Spelling Choices: ph, f, ff Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>16</b>	1	2 Spelling Choices: ow, ou Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8  Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day





## Part 3 cont.

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>17</b>	1	5 Spelling Choices: c, ce, s, se, ss Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>18</b>	1	3 Spelling Choices: u, oo, oul Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>19</b>	1	2 Spelling Choices: ar, a Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>20</b>	1	5 Spelling Choices: ir, er, ear, ur, or Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>21</b>	1	5 Spelling Choices: or, au, aw, al, ore Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>22</b>	1	4 Spelling Choices: air, ear, are, ere Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>23</b>	1	4 Spelling Choices: j, dge, ge, g Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day

## Part 3 cont.

Level	Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>24</b>	1	3 Spelling Choices: ch, tch, tu Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>25</b>	1	3 Spelling Choices: sh, ci, ti, Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day
<b>26</b>	1	2 Spelling Choices: s, si Template 10 Workbook: p1	Reading Template 2 Workbook: p2	Reading Template 3 Workbook: p3	Spelling Template 4 Workbook: p4	Spelling Template 5 Workbook: p5
	2	Reading Sentences Template 8 Workbook: p6 & 7	Writing Sentences Template 9	Revision Day	Revision Day	Revision Day

# Template 1 - The Phonemes

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Lesson Preparation:** [Watch overview](#) and print the workbook for this level.

**Materials:** Children need a paper and pencil or whiteboard and marker.

**Learning Objective(s):** We are learning to recognise the graphemes (letters) associated with the phonemes so we can read and spell words.

**Success:** Children will recognise and pronounce \_\_\_\_\_ new grapheme-phoneme correspondences.

## Revisit and Revise

Quickly revise yesterday's lesson.

## Teach with Phonics Lessons

For each phoneme, complete these steps:



1. Pronounce: Watch the video and ask children to repeat. Click the phoneme to listen – children repeat.

2. Demonstrate drawing the grapheme in the air while saying the phoneme – children repeat. Demonstrate writing the grapheme, saying the phoneme. First teacher says it, then students say it. Repeat with less and less teacher involvement.



3. Tune in: Click each image and ask children to indicate the position of the phoneme in the word – 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>? Repeat. If they struggle to hear the position, click the blending arrow for support.

## Practise

For each phoneme, complete two steps:



1. Teacher points to each grapheme asking what it represents. Click it to confirm.



2. Speed Read: Children say the phonemes as quickly as possible. Write down the time. Can they improve their time?

## Apply



Play a game to practise learning.

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Know' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

# Template 2 - Blending to Read 1

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Lesson Preparation:** [Watch overview.](#)

**Learning Objective(s):** We are learning to blend phonemes together to read words.

**Success:** Children will be able to read 5 new words.


## Revisit and Revise

Quickly revise yesterday's lessons.

## Teach with Phonics Lessons

Navigate to the Read section  and select the target phoneme. 



1. Demonstrate how to read a word: click the sound buttons to hear each phoneme, then click the arrow to demonstrate the blended word. Click the  to reveal the matching picture and hear the completed word.

2. Repeat for 4 words with less and less teacher involvement and less Phonics Lessons support, by switching to 'independent' using the toggle.



## Practise



Play a game to practise learning.

## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Read' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

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# Template 3 - Blending to Read 2

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Lesson Preparation:** [Watch overview](#).

**Learning Objective(s):** We are learning to blend phonemes together to read words.

**Success:** Children will be able to read 7 new words.

## Revisit and Revise


Quickly revise yesterday's lesson.

## Teach with Phonics Lessons

Navigate to the Read section  and select the target phoneme. 

If children are confident with blending, switch to extend:



1. Demonstrate how to read a word: click the sound buttons to hear each phoneme, then click the arrow to demonstrate the blended word. Click the  to reveal the matching picture and hear the completed word.
2. Repeat for 6 words with less and less teacher involvement and less Phonics Lessons support, by switching to 'independent' using the toggle.  Supported  Independent

## Practise



Improve the speed at which children are blending with a Speed Read. Say to children, "We are going to try and speed up our blending. Let's see how quickly we can read these words."

Can they improve on their previous time?

## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Read' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

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# Template 4 - Segmenting to Spell 1

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Lesson Preparation:** [Watch overview.](#)

**Materials:** Children will each need a paper and pencil or whiteboard and marker.

**Learning Objective(s):** We are learning to segment phonemes to spell words.

**Success:** Children will be able to spell 5 new words.

## Revisit and Revise

Quickly revise the level's phonemes and how to read with them.

## Teach with Phonics Lessons

Navigate to the Spell section  and select the target phoneme. 



Demonstrate how to spell a word by working through these five steps:



1. Click the picture to hear the target word.



2. Click the arrow to demonstrate how to stretch the word out.



3. Click the sound buttons to sound out the word and count the phonemes.



4. Demonstrate how to represent each phoneme with a letter (or letters) or give the children the opportunity to have a go.



5. Does it look right? Show the completed work to check your spelling.

Repeat for 4 words with less and less teacher involvement and less Phonics Lessons support, by switching to 'independent' using the toggle.



## Practise



Play a game to practise learning.

## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Spell' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson



# Template 5 - Segmenting to Spell 2

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Lesson Preparation:** [Watch overview](#).

**Materials:** Children will each need a paper and pencil or whiteboard and marker.

**Learning Objective(s):** We are learning to segment phonemes to spell words.

**Success:** Children will be able to spell 7 new words.

## Revisit and Revise

Quickly revise yesterday's lesson.

## Teach with Phonics Lessons

Navigate to the Spell section  and select the target phoneme.



If children are confident with spelling core words, switch to extend.




1. Demonstrate how to spell a word with the five steps. Have children spell this word independently, without the 5 steps of support, by switching to 'independent' using the toggle.



2. Now children spell the next 6 words independently. If they need support, use the five steps, but your aim here is for independent spelling.

## Practise



If teaching the Alternative Spellings, load a Word Sort. Sort the words according to their spelling choice. Once children are confident with the written word, switch to  and progress to using the [Word Sort](#) template.



Play a game to practise learning.

## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Read' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson



# Template 6 - Camera/Tricky Word Reading

Level \_\_\_\_\_

Camera/Tricky Words \_\_\_\_\_

**Lesson Preparation:** [Watch overview](#).

**Learning Objective(s):** We are learning to read camera/tricky words so we can start reading full sentences.

**Success:** Children will be able to read 6 new camera/tricky words.


## Revisit and Revise

Quickly revise how to read words.

## Teach

Navigate to the Read section  and select Camera/Tricky Words. 



1. Demonstrate how to read a word: click the sound buttons to hear each phoneme, when you encounter a camera/tricky part tell children how to sound it out. Toggle to  and read a sentence emphasising the camera/tricky word.
2. Repeat for the other camera/tricky words. When children are more confident progress to reading tricky words in a sentence only.

## Practise



Improve the speed at which children are reading tricky words with a Speed Read. Say to children, "We are going to try and speed up our reading. Let's see how quickly we can read these words."

Can they improve on their previous time?



Play a game to practise learning.

## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Camera/Tricky Read' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

**Note:** Spelling of tricky words is much trickier than their reading. Do not progress with the spelling lesson until at least 80% of the children are confident with reading the tricky words.

# Template 7 - Camera/Tricky Word Spelling

Level \_\_\_\_\_

Camera/Tricky Words \_\_\_\_\_

**Lesson Preparation:** [Watch overview](#) (spelling starts at 3 minutes).

**Learning Objective(s):** We are learning to spell camera/tricky words so we can start writing full sentences.



**Success:** Children will be able to spell 6 new camera/tricky words.

## Revisit and Revise

Quickly revise how to spell words.

## Teach

Explain to children that there are some words which have one or two camera/tricky phonemes. These words are very important because they help them to write sentences.

Navigate to the Spell section  and select Camera/Tricky Words. 



Demonstrate how to spell a word by working through these five steps:



1. Click the picture to hear the target word.



2. Click the arrow to demonstrate how to stretch the word out.



3. Click the sound buttons to sound out the word and count the phonemes.



4. Demonstrate how to represent each phoneme with a letter (or letters) or give the children the opportunity to have a go.



5. Does it look right? Show the completed work to check your spelling.

Repeat for the other words with less and less teacher involvement and less Phonics Lessons support, by switching to 'Independent' using the toggle.



## Practise



Play a game to practise learning.

## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Camera/Tricky Spell' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

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# Template 8 - Reading Sentences

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Lesson Preparation:** [Watch overview.](#)

**Learning Objective(s):** We are learning to blend phonemes together to read words and read whole sentences.

**Success:** Children will be able to read 5 sentences.


## Revisit and Revise

Quickly revise how to read words.

## Teach with Phonics Lessons

Navigate to the Read section  and select the target phoneme. 

Then switch from 'words' to 'sentences' mode using the toggle:  Words  Sentences

1. Click the first word in the sentence and show children how to sound it out. Ask children to repeat after you (e.g. 'p-a-t').
2. If any words are bolded, they are tricky words (e.g. 'the'). Click the word and emphasise the known phonemes, then give children the tricky word. See Lesson Template 6 on how to read tricky words.
3. Demonstrate how to add it to the first word (e.g. pat the...).
4. Click and sound out the remaining words, adding them to the sentence (e.g. 'c-a-t', 'pat the cat').
5. Once the sentence is completed, click the  to reveal the picture. Click the picture to hear the sentence and check for accuracy.

## Practise

Repeat for 4 more sentences. If children are confident at reading the core sentences, switch to extend:



and take away the support for independent reading:



## Apply

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Sentence Reading' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

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# Template 9 - Writing Sentences

Level \_\_\_\_\_

Phonemes \_\_\_\_\_

**Learning Objective(s):** We are learning to segment to spell words and write whole sentences.

**Success:** Children will be able to write 4 sentences.

## Revisit and Revise

Quickly revise how to spell words.

## Teach with Phonics Lessons

Navigate to the Spell section  and select target phoneme.



Then switch from words to sentences mode using the toggle:



Demonstrate how to write a sentence, emphasising the tricky word. To show how to spell a specific word, click it for word-level support.

## Practise


If children are confident with spelling core sentences, switch to extend.



Write sentences with less and less support from Phonics Lessons by switching to 'independent' using the toggle.



## Apply

Using the toggle, switch to single word spelling: . Children then write their own sentence which uses the target word, making sure that every sentence has a capital letter, finger spaces and a full stop.

## Children Who Need Extra Help & Focus for Next Lesson

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# Template 10 - Recognising the Alternative Spellings

Level \_\_\_\_\_

Alternative Spellings \_\_\_\_\_

**Materials:** Children need a paper and pencil or whiteboard and marker.

**Learning Objective(s):** We are learning to recognise the graphemes associated with a phoneme so we can read and spell words.

**Success:** Children will recognise and pronounce \_\_\_\_\_ different grapheme-phoneme correspondences.

## Revisit and Revise

Quickly revise yesterday's lesson.

## Teach with Phonics Lessons

Select 'All' from the 'Sounds' menu.



1. Pronounce: For the first grapheme e.g. 'ee', watch the video and ask children to repeat what they hear. Click the grapheme to listen – children repeat. Repeat for the remainder of the graphemes.



2. Tune in: Click each image and ask children to indicate the position of the phoneme in the word – 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>? Repeat. If they struggle to hear the position, click the blending arrow for support.

For graphemes which have previously been taught, e.g. 'y' as in 'yes', discuss how its position in the word changes which sound to use, e.g. "When it's used at the start of a word, we use 'y' as in 'yes' but, when it's at the end of a word, we use the phoneme 'ee'."

## Practise



Teacher points to each grapheme asking what it represents. Click it to confirm.



Speed Read: Children say the sounds as quickly as possible. Write down the time. Can they improve their time?

## Apply



Play a game to practise learning.

Complete page \_\_\_\_\_ in workbook.

## Home Learning



Children log in at home and play 'Know' section from their individual Child Account.

## Children Who Need Extra Help & Focus for Next Lesson

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	Tricky Word	Breakdown (orange if known)	Decodable Sentence
Level 1	I	<b>I</b>	I am Pam.
	was	<b>w a s</b>	Sam <b>was</b> top cop.
	the	<b>th e</b>	Tom got <b>the</b> cap.
	to	<b>t o</b>	<b>to the</b> gap
	are	<b>are</b>	<b>The</b> cats <b>are</b> top!
	she	<b>sh e</b>	<b>She</b> pats <b>the</b> cats.
Level 2	day	<b>d ay</b>	<b>The day was</b> hot.
	of	<b>o f</b>	<b>the</b> tub <b>of</b> ham
	a	<b>a</b>	<b>A</b> ram sat.
	today	<b>t o d ay</b>	<b>Today was</b> hot!
	he	<b>h e</b>	<b>He</b> sits.
	for	<b>f or</b>	Hugs <b>for</b> Dad.
Level 3	all	<b>al l</b>	<b>All</b> dogs sit.
	is	<b>i s</b>	<b>Is</b> it <b>for</b> Ken?
	me	<b>m e</b>	<b>Is the</b> ham <b>for me</b> ?
	no	<b>n o</b>	<b>No</b> , Jen <b>is</b> not sad.
	said	<b>s ai d</b>	Zak <b>said to</b> mop.
	they	<b>th ey</b>	<b>They</b> got wet.

	Tricky Word	Breakdown (orange if known)	Decodable Sentence
Level 4	play	p l ay	Zak will <b>play</b> .
	this	th i s	<b>This is</b> fun!
	you	y ou	<b>You</b> can tell Sam.
	come	c o me	Can Ken <b>come</b> ?
	my	m y	<b>My</b> dad <b>is</b> sad.
	have	h a ve	<b>I have a</b> doll.
Level 5	says	s ay s	Jen <b>says</b> , "Yes."
	do	d o	<b>Do you</b> fish?
	like	l i k e	<b>I like</b> fish.
	going	g o i ng	<b>He is going to the</b> shop.
	give	g i ve	<b>Give Pam the</b> chip.
	what	wh a t	<b>What is</b> that?
Level 6	away	a w ay	<b>She</b> got <b>away</b> .
	see	s ee	Can <b>you see the</b> duck?
	look	l oo k	<b>Look</b> at <b>the</b> cliff!
	once	o n ce	Tom went on <b>a</b> ship, <b>once</b> .
	we	w e	<b>We play</b> jazz.
	very	v e r y	<b>I am very</b> well.



	Tricky Word	Breakdown (orange if known)	Decodable Sentence
Level 7	one	o n e ● ● ●	I have <b>one</b> pet duck.
	some	s o me ● ● —	<b>Some</b> ants <b>are</b> red.
	want	w a n t ● ● ● ●	I want <b>a</b> gift.
	many	m a n y ● ● ● ●	<b>They</b> have <b>many</b> flags.
	love	l o ve ● ● —	We <b>love</b> to skip!
	has	h a s ● ● ●	Jess <b>has</b> <b>some</b> cash.
Level 8	people	p eo p le ● — ● —	<b>The</b> <b>people</b> in <b>the</b> tent sleep.
	live	l i ve ● ● —	I <b>live</b> in <b>a</b> tree.
	brother	b r o th er ● ● ● — —	Lee <b>is</b> my <b>brother</b> .
	sister	s i s t er ● ● ● ● —	<b>Is</b> Holly Pam's <b>sister</b> ?
	house	h ou se ● — —	We went <b>to</b> <b>the</b> pink <b>house</b> .
	where	wh ere — —	<b>Where</b> <b>is</b> <b>the</b> Queen?
Level 9	her	h er ● —	She lost <b>her</b> child.
	out	ou t — ●	We went <b>out</b> in <b>the</b> night.
	there	th ere — —	<b>Is</b> <b>the</b> lion <b>there</b> ?
	about	a b ou t ● ● — ●	Jill tells Zak <b>about</b> China.
	his	h i s ● ● ●	<b>His</b> tie <b>is</b> tight.
	down	d ow n ● — ●	Sit <b>down</b> on <b>the</b> line.

	Tricky Word	Breakdown (orange if known)	Decodable Sentence
Level 10	because	b e c au se ● ● ● — —	Jack swims <b>because</b> it <b>is</b> hot.
	two	tw o — ●	<b>The two sisters are</b> slow.
	another	a n o th er ● ● ● — —	Can I <b>have another</b> ?
	more	m ore ● —	"I <b>want more</b> ", <b>said</b> Jen.
	here	h ere ● —	<b>Here is the</b> lost pony!
	our	ou r — ●	<b>Our brother has a</b> toad.
Level 11	friend	f r ie n d ● ● — ● ●	Fay <b>is</b> my <b>friend</b> .
	their	th eir — —	<b>Is</b> it <b>their</b> snake?
	were	w ere ● —	We <b>were</b> in <b>the</b> snow!
	your	y our ● —	<b>Your</b> baby <b>is</b> funny!
	could	c oul d ● — ●	<b>Could</b> we ride <b>our</b> bikes?
	four	f our ● —	<b>There are four</b> boats in <b>the</b> sea.
Level 12	girl	g ir l ● — ●	<b>The girl</b> likes <b>to</b> dive.
	saw	s aw ● —	We <b>saw a</b> blue bus.
	would	w oul d ● — ●	<b>Would you</b> send <b>the</b> note?
	half	h al f ● — ●	Jill ate <b>half a</b> pie.
	first	f ir s t ● — ● ●	Can Sue go <b>first</b> ?
	good	g oo d ● — ●	It <b>is good</b> food.