

**Daily Planner for Specific High Quality Phonic Teaching in Phase 1**

**This planner does not exclude the teaching and learning of phonology**

**which is integrated across the whole curriculum**

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| **Specific learning intentions for this session related to the seven aspects** |
| **Introduction** |
| **Teaching** - Tuning into sounds; Listening to sounds; Talking about sounds (identify your focus for this session) |
| **Review of learning** |
| **Assessment of learning against the learning intentions** |
| **Assessment for learning** |



**Daily Planner for High Quality Phonic Teaching Phases 2- 6**

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| **Date:** |  | **Age Group:** |  | **Letters and Sounds Phase:** |  |
| **Specific learning intentions for this session** | | | | | |
| **Introduction** | | | | | |
| **Revise – refer to prior learning and information from previous sessions** | | | | | |
| **New teaching point and practice** (related to the specific learning intention) | | | | | |
| **Application of new teaching point** | | | | | |
| **Review of learning** | | | | | |
| **Assessment of learning against the learning intentions** | | | | | |
| **Assessment for learning** | | | | | |



**Daily Planner for Specific High Quality Phonic Teaching in Phase 1- *with prompts***

**This planner does not exclude the teaching and learning of phonology**

**which is integrated across the whole curriculum**

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| **Specific learning intentions for this session related to the seven aspects**  (general sound discrimination (gsd) – environmental sounds; gsd – instrumental sounds; gsd – body perscussion; rhythm and rhyme; alliteration; voice sounds; oral blending and segmenting) |
| **Introduction**  Share with the children what you are intending they should learn today and explore with them how they will know what they have learnt. Explain to the children what contributions you want them to make.  e.g. listen carefully  join in  take turns  repeat what has been heard |
| **Teaching** - Tuning into sounds; Listening to sounds; Talking about sounds (identify your focus for this session)  What you will do and what the children will do to enable them to achieve the specific learning intention for this session |
| **Review of learning**  What have we learnt today? |
| **Assessment of learning against the learning intentions**  How well have the children made progress towards the learning intentions?  Identify children who have had difficulties during this session. |
| **Assessment for learning**  Next Steps for the children based on information recorded above. |



**Daily Planner for High Quality Phonic Teaching Phases 2- 6 *– with prompts***

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| **Date:** |  | **Age Group:** |  | **Letters and Sounds Phase:** |  |
| **Specific learning intentions for this session** | | | | | |
| **Introduction**  Share with the children what you are intending they should learn today and explore with them how they will know what they have learnt. Explain to the children what contributions you want them to make.  e.g. listen carefully  join in  take turns | | | | | |
| **Revise – refer to prior learning and information from previous** sessions about children’s knowledge, skills and understanding  Plan how the children will revisit and review their previous knowledge and how they will practise previous learning. | | | | | |
| **New teaching point and practice** (related to the specific learning intention)  How are you going to introduce the new learning to the children? Include in your planning your differentiated questions, your selected teaching and how the children will practise this new learning.  How is your lesson multisensory? | | | | | |
| **Application of new teaching point**  Working with talk partners  Answering questions  Whole group learning  How will the children apply their new learning? | | | | | |
| **Review of learning**  What have we learnt today? | | | | | |
| **Assessment of learning against the learning intentions**  How well have children made progress towards the learning intentions?  Identify children who have had difficulties during this session. | | | | | |
| **Assessment for learning**  Next Steps for the children based on information recorded above. | | | | | |