

Past Paper - May 2021

Writing a Phonics Lesson Plan

You have 90 minutes to complete this section.

TPhYL Parameters, unless otherwise stated:
Phonics Approach - Synthetic Phonics
Alphabetic Code - PEA's Simple Alphabetic Code
Young learners - 3 to 7 years old

Write a **one-hour** lesson plan for a class following the class profile and stage aims indicated. Complete **ALL** stages of the lesson plan with appropriate activities meeting the aim(s) for each stage and indicate all assessment opportunities. Be specific when completing **ALL** sections of the lesson plan.

One of the resources used in your lesson plan **must** follow the 'Resource Guidelines' below:

Resource Guidelines

Use one or more of the following materials to make an age-appropriate teaching resource and include it in one of the stages in your lesson plan:

- brown paper bags,
- pipe cleaners,
- A4 coloured paper cards.

Explain clearly in the procedures section how this resource is used in a multisensory activity that supports the aim(s) of that stage.

Indicate which stage you have used this resource in your lesson plan on the cover page.

Note:

** When mentioning the use of other resources in your lesson plan, for example a song or story from a commercial synthetic Phonics programme, remember to include the outline, key words and mention the name of the commercial synthetic Phonics programme.*

Turn the page to read the class profile before you complete the lesson plan.

Class profile

Level: K3 class

Number of learners: 12 (4 boys / 8 girls)

First language: Cantonese

Time: every Saturday, 9:30 to 10:30 am.

You have been teaching this class on your own for 10 weeks and have established a good rapport with them. The learners are behaving well in class.

Prior knowledge:

- **LSCs** - They have learnt the following letter-sound correspondences:

's' - /s/	'a' - /a/	't' - /t/	'i' - /i/	'p' - /p/	'n' - /n/
'c' 'k' - /k/	'e' - /e/	'h' - /h/	'r' - /r/	'm' - /m/	'd' - /d/
'g' - /g/	'o' - /o/	'u' - /u/	'l' - /l/	'f' - /f/	

All YLs can produce the sounds and recognise the corresponding letters taught so far. Some do make a few mistakes at times during the activities. They need more practice with the four recently taught sounds /o/, /u/, /l/, /f/ and especially /f/. They often say /fa/ for 'f'.

- **Letter Formation** - They can all form letters with a pencil on lined paper. Some need to be reminded of the starting points of some letters, e.g., 't', 'i', 'd'.
- **Blending** - They have started text blending CV, VC and CVC words (phonological) made up of LSCs that they have learnt, e.g., 'lid, rug, cop'.
- **Segmenting** - They have started segmenting and are able to listen for the beginning and ending sounds in CVC words and can write the correct corresponding letters representing these sounds.

Stage Aims for the lesson:

Stage Aim 1 - LSC Revision

Revise the following letter sounds by getting the class to practise saying the sounds and forming the corresponding letters in a multisensory activity or activities:

'o' - /o/	'u' - /u/	'l' - /l/	'f' - /f/
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Stage Aim 2 - LSC Presentation

Present the new letter-sound correspondence and the letter formation of the letter 'b' for the sound /b/ in a multisensory activity or activities in order to help the class to establish LSC awareness.

Stage Aim 3 - Practice

Practise using the target letter 'b' for the target sound /b/ in a multisensory activity or activities for the class to recognise and produce this new letter-sound in order to reinforce their LSC awareness, blending and/or segmenting skills (you can choose one or more skills for the class to practise in your lesson plan).

Remember to indicate how you are going to assess your learners' understanding in your lesson plan.

----- No instructions beyond this line -----

