

# Discrete teaching Phase 6: developing skills and automaticity in reading and spelling

**Main purpose:** To teach children to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning.

**Outcome:** Children apply their phonic skills and knowledge to recognise and spell an increasing number of complex words. They read an increasing number of high and medium frequency words independently and automatically.

**Typical duration:** For the majority of children this phase will begin in, and continue through, Year 2 so that by the end of this year, they should be well on the way to becoming fluent readers. This means that in Year 3 the emphasis will change from teaching word recognition to developing children's language comprehension.

**Key components of phonic knowledge and skills for this phase are in bold.**

Sample session 1

Phase 6	Strand 5
Word recognition: decoding (reading) and encoding (spelling)	<p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.</p> <p>Know how to tackle unfamiliar words which are not completely decodable.</p> <p>Read and spell less common alternative graphemes including trigraphs.</p> <p>Read high and medium frequency words independently and automatically.</p>
Resources	<p>Three sets of word cards:</p> <p>Set 1: 'nose', 'knife', 'knee', 'name', 'nine', 'knock'</p> <p>Set 2: 'face', 'sum', 'hiss', 'purse', 'mice', 'twice', 'centimetre'</p> <p>Set 3: 'race', 'case', 'sat', 'mess', 'sing', 'soft', 'chess', 'boss', 'nurse', 'ice', 'prince', 'centre'</p> <p>Whiteboards (one between two children)</p> <p>Note: Word and sentence cards should not be on display until after the main oral blending activity has been completed.</p>
Daily discrete teaching session (approximately 20 minutes for all children)	

<p>Revisit and review recently and previously learned grapheme–phoneme correspondences</p>	<p><b>Phonemes which have alternative representations.</b></p> <p>Read the words from Set 1: 'nose', 'knife', 'knee', 'name', 'nine', 'knock'.</p> <p>Read the words again and ask the children to indicate if the word starts with 'kn' by using the 'thumbs up' sign.</p> <p>Now place the word cards in two columns on the whiteboard and read the words together.</p>
<p>Teach</p>	<p><b>Extending understanding that phonemes can have alternative representations</b>, for example the phoneme /s/ can be represented by 's', 'ss', 'se', 'ce' or 'c'.</p> <p>First, read the following words from the word cards to the group and ask the children to listen and to identify the common phoneme.</p> <p>Place the word cards randomly on the whiteboard. Alternatively use an interactive whiteboard.</p> <p>Explain that some phonemes can be represented by different graphemes. Draw five columns on the whiteboard headed by 's', 'ss', 'se', 'ce', 'c'. Hold up each word card and ask the children to help you to place the word in the correct column.</p> <p>Draw their attention to certain patterns, for example, the position of 'ss' in a word.</p>
<p>Practise</p>	<p><b>Card sort activity</b></p> <p>Organise children into pairs and provide each pair with a whiteboard showing the five columns (as modelled above).</p> <p>Give out a pack of word cards (Set 3) to each pair and ask them to place the cards in the correct column.</p> <p>When completed, ask the children to look carefully and to identify any patterns.</p> <p>As a group, discuss these findings and identify any exceptions.</p>
<p>Apply their phonics learning</p>	<p>In shared writing, the teacher demonstrates how to apply spelling strategies with a focus on words where the phonemes have alternative graphemes, as illustrated in the above session.</p> <p>In guided and independent writing, children apply what they have been taught.</p> <p>Peer marking provides children with opportunities to share their increasing phonic knowledge and reinforce their learning.</p> <p>Guided reading sessions provide opportunities for children to</p>

	develop their confidence in reading unfamiliar words.
--	---