

Sound Discovery Progression

In Reception, we work on Phase 1 to start to develop speaking and listening skills. We work on oral blending and segmenting before children are introduced to grapheme-phoneme correspondences (Phase 2).

e.g. It is time to get your c-oa-t.

Can you touch your ch-i-n?

We begin to work on Phase 2 sounds (see above). Below are examples the lesson format. We begin with single sounds and then progress to VC, CVC words, then CVCC and CCVC words (Phase 4 link).

Snappy Lesson Plan 1		Sound Discovery Step 1.1
Sound: s		Letters and Sounds Phase 2 (set 1 letter)
Learning Objectives: to learn grapheme-phoneme correspondences and the skills of listening, oral blending and oral segmenting Success Criteria: to say, recognise and write down a sound, hear it in words and orally blend and segment words containing it with 100% accuracy		
Reading	Spelling	
1. New Sound (show on flashcard) ● S Teacher shows flashcard, (explains: 'The letter is the sound written down. It is the picture of the sound.'). says sound and gives action. Teacher and pupils do together, pupils do in response to flashcard. With the letter s and pictures of familiar objects (e.g. animals) on flashcards, play the 'grab game'- fingertips freeze when they touch the flashcard. Only allowed one 'grab'. With the cards on the table the teacher says a word or sound and the pupils 'grab' for the letter or picture.	4. New Sound (show on flashcard) ● S Teacher models writing on the board and talks through letter formation. Teacher and pupils 'sky write' the letter from start point to exit stroke. Pupils write letter on whiteboards or paper at tables. Teacher checks letter formation for correct start point, exit stroke and place on line. Practise in handwriting sheets from Developmental Handwriting Series: Book 1 for Early Years/Foundation, Book 3 for older pupils. Children with handwriting difficulties can track with finger from start point to exit stroke.	
2. Listening • Teacher questions, children respond, teacher models with sounds and fingers: 'Is there a ssss in sun?' 'Yes!' flicks up one finger for each sound, saying: ssss-u-n 'Is there a ssss in bus?' 'Yes!' flicks up one finger for each sound, saying: b-u-ssss 'Is there a ssss in nest?' 'Yes!' flicks up one finger for each sound, saying: n-e-ssss-t 'Is there a ssss in dog?' 'No!' flicks up one finger for each sound, saying: d-o-g 'Where is the ssss in sun?' beginning, middle or end? 'Where is the ssss in bus?' beginning, middle or end? 'Where is the ssss in nest?' beginning, middle or end?		
3. Oral Blending (Robot Game) See DVD Teacher is Robot who can only speak in sounds (Robot Speech), moves arms back and forward, like choo-choo train, one arm in time with each sound (Robot Arms) • Teacher says sounds: 's-u-n, what word do you hear?' Pupils say word 'sun', teacher says word. • Repeat for bus, sat, Sam, set, gas	5. Oral Segmenting (Flicking Fingers) • Teacher says a word: 'Sun, what are the sounds in sun?' and the pupils flick fingers for each sound in s-u-n, teacher flicks fingers. • Repeat for b-u-s, s-a-t, S-a-m, s-e-t, g-a-s	
Comments (to inform next plan and IEP)		

CVC words

Snappy Lesson Plan 39

Two syllable-3 Phoneme words using alphabet phonemes

Sound Discovery Step 1.2

Letters and Sounds Phases 2 and 3

CVC/CVC

e.g. sunset

Learning Objective: to blend and segment two syllable-three phoneme words using alphabet phonemes
 Success Criteria: to read two syllable-three phoneme words and write dictated words and a sentence with 100% accuracy

Tricky Words: the, he, be

Reading	Spelling
<p>1. Review Sounds (show as a pack)</p> <ul style="list-style-type: none"> • satpin cehrmd goulfb jwzy kqux 	<p>7. Sound Dictation</p> <ul style="list-style-type: none"> • cehrmd goulkb
<p>2. Focus Sounds: cehrmd</p> <ul style="list-style-type: none"> • With a selection of phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils grab for the letter. Fingertips freeze. 	<p>8. Focus Sounds: cehrmd</p> <ul style="list-style-type: none"> • The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.
<p>3. Oral Blending (Robot Game):</p> <ul style="list-style-type: none"> • Teacher says sounds 's-u-n', pupils say word 'sun' • Teacher says 's-e-t', pupils say 'set' • Teacher says syllables sun/set, pupils say word 'sunset' • Repeat for laptop, zigzag, jetlag, visit, velvet 	<p>9. Flicking/Phoneme Fingers:</p> <ul style="list-style-type: none"> • The teacher says a word and claps the syllables, the pupils flick fingers for each sound in <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">c-o-b/w-e-b m-i-s/h-a-p e-x/i-t</div> <div style="text-align: center;">v-i-x/e-n g-o-b/l-e-t B-a-t/m-a-n</div> </div>
<p>4. Manipulating (Swap) Sounds:</p> <div style="display: flex; justify-content: center; gap: 20px; margin: 5px 0;"> e o u </div> <div style="display: flex; justify-content: center; gap: 20px; margin: 5px 0;"> t d g l b k </div> <p>The teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word.</p> <ul style="list-style-type: none"> • Today work on full circle: let, led, leg, keg, beg, bog, bug, big, bag, bat, bet, let 	
<p>5. Reading Words (read as a pack)</p> <ul style="list-style-type: none"> • sunset, laptop, zigzag, jetlag, visit, velvet 	<p>10. Word Dictation (tap and write)</p> <ul style="list-style-type: none"> • cobweb, vixen, mishap, goblet, exit, Batman
<p>6. Reading Sentences (and controlled texts)</p> <p>The victim is unwell. He had a napkin on his lap. A cobweb is on the cactus. A picnic will be fun. Did the man kidnap Sam? Is it hot at sunset?</p> <p>Comments (to inform next plan and IEP)</p>	<p>11. Sentence Dictation (after writing, pupils read back words and sentences at the end)</p> <p>The victim is unwell. He had a napkin on his lap. A cobweb is on the cactus. A picnic will be fun. Did the man kidnap Sam? Is it hot at sunset?</p>

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CCVC words

Snappy Lesson Plan 58
4 Phoneme words using alphabet phonemes

Sound Discovery Step 1.4
 Letters and Sounds Phase 4 (sets 1-7 letters)

CCVC (where second sound is **r**) e.g. **drum**

Learning Objectives: to blend and segment four phoneme words with beginning adjacent consonants using alphabet phonemes
Success Criteria: to read four phoneme CCVC words and write dictated words and a sentence with 100% accuracy

Tricky Words: I, the, me, to, are, you, my, be (began), there

Reading	Spelling
<p>1. Review Sounds (show as a pack)</p> <ul style="list-style-type: none"> • satpin cehrmd goulfb jwzy kqux 	<p>7. Sound Dictation</p> <ul style="list-style-type: none"> • kqux satpin
<p>2. Focus Sounds: kqux satpin</p> <ul style="list-style-type: none"> • With a selection of phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils grab for the letter. 	<p>8. Focus Sounds: kqux</p> <ul style="list-style-type: none"> • The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.
<p>3. Oral Blending (Robot Game):</p> <ul style="list-style-type: none"> • Teacher says sounds 'd-r-u-m', pupils listen and say word for <p style="text-align: center;">drum, frog, grab, from, trap, grin</p>	<p>9. Flicking/Phoneme Fingers:</p> <ul style="list-style-type: none"> • The teacher says a word and the pupils flick fingers for each sound in <p style="text-align: center;">g-r-i-p, d-r-i-p, d-r-o-p, g-r-u-b, t-r-i-p, g-r-i-t</p>
<p>4. Manipulating (Swap) Sounds:</p> <p style="text-align: center;">a i u t p r m d</p> <p>The teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word.</p> <ul style="list-style-type: none"> • Today work on full circle: am, ram, dram, drum, rum, rim, trim, prim, pram, ram, am 	
<p>5. Reading Words (read as a pack)</p> <ul style="list-style-type: none"> • drum, frog, grab, from, trap, grin 	<p>10. Word Dictation (tap and write)</p> <ul style="list-style-type: none"> • grip, drip, drop, grub, trip, grit
<p>6. Reading Sentences (and controlled texts)</p> <p>There are six drums in the band. Is a frog wet? Can you grab my hand? The gift is from me. The tap began to drip. I went on a trip.</p>	<p>11. Sentence Dictation (after writing, pupils read back words and sentences at the end)</p> <p>There are six drums in the band. Is a frog wet? Can you grab my hand? The gift is from me. The tap began to drip. I went on a trip.</p>
<p>Comments (to inform next plan and IEP)</p>	

CVCC words

Snappy Lesson Plan 43 4 Phoneme words using alphabet phonemes **CVCC** (where third sound is S)

Sound Discovery Step 1.3 Letters and Sounds Phase 4 (sets 1-7 letters) e.g. desk

Learning Objectives: to blend and segment four phoneme words with end adjacent consonants using alphabet phonemes
Success Criteria: to read four phoneme CVCC words and write dictated words and a sentence with 100% accuracy

Tricky Words: the, he, are, you, there, have

Reading	Spelling
<p>1. Review Sounds (show as a pack)</p> <ul style="list-style-type: none"> • satpin cehrmd goulfb jwzy kqux 	<p>7. Sound Dictation</p> <ul style="list-style-type: none"> • kqux satpin
<p>2. Focus Sounds: kqux satpin</p> <ul style="list-style-type: none"> • With a selection of phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils grab for the letter. 	<p>8. Focus Sounds: kqux</p> <ul style="list-style-type: none"> • The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.
<p>3. Oral Blending (Robot Game):</p> <ul style="list-style-type: none"> • Teacher says sounds 'd-e-s-k', pupils listen and say word for <p style="text-align: center;">desk, task, rasp, mask, lisp, fast</p>	<p>9. Flicking/Phoneme Fingers:</p> <ul style="list-style-type: none"> • The teacher says a word and the pupils flick fingers for each sound in <p style="text-align: center;"> r-u-s-t, n-e-s-t, l-o-s-t, m-u-s-t, l-a-s-t, t-e-s-t </p>
<p>4. Manipulating (Swap) Sounds:</p> <p style="text-align: center;">a e u s t p c m l b k</p> <p>The teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word.</p> <ul style="list-style-type: none"> • Today work on full circle: task, mask, mast, must, bust, best, pest, past, last, cast, cask, task 	
<p>5. Reading Words (read as a pack)</p> <ul style="list-style-type: none"> • desk, task, rasp, mask, lisp, fast 	<p>10. Word Dictation (tap and write)</p> <ul style="list-style-type: none"> • rust, nest, lost, must, last, test
<p>6. Reading Sentences (and controlled texts)</p> <p>He sat the test at his desk. The mask cost a quid. Have you lost the vest? We got the last bus. The dog can run fast. There are ten eggs in the nest.</p>	<p>11. Sentence Dictation (after writing, pupils read back words and sentences at the end)</p> <p>He sat the test at his desk. The mask cost a quid. Have you lost the vest? We got the last bus. The dog can run fast. There are ten eggs in the nest.</p>
<p>Comments (to inform next plan and IEP)</p>	

We begin to work on Phase 3 sounds towards the end of the Reception and continue to recap these throughout Reception and Year 1.

Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	ow	oi	ear	air	ure	er
								

Snappy Lesson Plan 1
3 Phoneme words using consonant digraphs

Sound Discovery Step 2.1
 Letters and Sounds Phase 3

Sound: sh

Learning Objectives: to blend and segment three phoneme words using consonant digraph sh
Success Criteria: to read three phoneme words and sentences with consonant digraph sh and write dictated sh words and sentences with 100% accuracy

Tricky Words: I, the, to, of

Reading		Spelling	
1. Review Sounds (show as a pack) • satpin		7. Sound Dictation • satpin	
2. New Sound: sh • With the phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils 'grab' for the letter. Fingertips freeze.		8. New Sound: sh • The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.	
3. Oral Blending (Robot Game): • Teacher says sounds f-i-sh , pupils listen and say word for fish, ship, cash, shot, hush, shell		9. Flicking/Phoneme Fingers: • The teacher says a word and the pupils flick fingers for each sound in f-i-sh, sh-i-p, c-a-sh, sh-o-t, h-u-sh, sh-e-ll	
4. Manipulating (Swap) Sounds: With vowels a, o, u at the top of the board: a o u and consonants h r t sh at the bottom: h r t sh the teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word. • Today work on full circle: at ash rash rush rut shut shot hot hat at			
5. Reading Words (read as a pack) • fish, ship, cash, shot, hush, shell		10. Word Dictation (tap and write) • fish, ship, cash, shot, hush, shell	
6. Reading Sentences (and controlled texts) I am in a rush to get to the shop. The cat had a dish of fish. Josh got a bash on the shin.		11. Sentence Dictation (after writing, pupils read back sounds, words and sentences) I am in a rush to get to the shop. The cat had a dish of fish. Josh got a bash on the shin.	

Comments (to inform next plan and IEP)

Snappy Lesson Plan 64

3+ Phoneme words using r-controlled vowel digraphs

Sound Discovery Step 2.3

Letters and Sounds Phase 4

Review of Sounds: ar, er, or

Learning Objectives: to blend and segment three plus phoneme words using r-controlled vowel digraphs ar, er, or
Success Criteria: to read three plus phoneme words and sentences with r-controlled vowel digraphs ar, er, or and write dictated words and sentences with 100% accuracy

Tricky Words: the, he, was, are

Reading		Spelling	
1. Review Sounds (show as a pack) • ai ee ie oa ue ar er or		7. Sound Dictation • ar,er,or	
2. Focus Sounds: ar, er, or • With the phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils 'grab' for the letter. Fingertips freeze.		8. Focus Sounds: ar, or • The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.	
3. Oral Blending (Robot Game): • Teacher says sounds s-t-ar-t, pupils listen and say word for start, fork, harsh, her, north, servant		9. Flicking/Phoneme Fingers: • The teacher says a word and the pupils flick fingers for each sound in h-ar-sh, f-or-k, s-t-ar-t, n-or-th, s-er-v-a-n-t, h-er	
4. Manipulating (Swap) Sounds: ar er or c f k n p t The teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word. • Today work on full circle: corn, cork, fork, for, far, par, part, pert, port, pork, cork, corn			
5. Reading Words (read as a pack) • start, fork, harsh, her, north, servant		10. Word Dictation (tap and write) • harsh, fork, start, north, servant, her	
6. Reading Sentences (and controlled texts) Never bet at cards. The foal was born in a barn. The herbs are in the jar. He got a silver star.		11. Sentence Dictation (after writing, pupils read back sounds, words and sentences) Never bet at cards. The foal was born in a barn. The herbs are in the jar. He got a silver star.	
Comments (to inform next plan and IEP)			

In Year 1, we continue to recap Phase 3 sounds and then recap CVCC and CVCC words focusing on these sounds. We progress onto Phase 4- Adjacent Consonants. E.g. tent, bend, grip, track.

Consolidation/polysyllabic words- lunch box, hand stand, windmill.

My Phase 4 Sound Mat

st  starfish	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown

Towards the end of Year 1, we introduce Phase 5 sounds and then progress onto teaching alternative spellings.

Phase 5 Sounds



Teaching Alternative Spellings Sound Discovery® Step 3A.4

Lesson 12 Sound /ie/ written as i-e, ie, igh, y, i

Learning Objectives: to review a set of letter/sound correspondences; to learn the main ways of spelling the sound /ie/, read these spelling choices in words and sentences and write them in dictated words and sentences.

- Review sounds and focus sound for reading: g o u l f b i-e ie igh y i
- Write down sounds from dictation: g o u l f b i-e ie igh y i

i-e	ie	igh	y	i
like	pie	high	by	mind
time	lie	light	my	find
ride	tie	night	try	wild
bike	cried	fight	sky	kind
shine	tried	bright	deny	child
prize	fried	tonight	reply	blind

- The teacher draws the blank grid on the board and explains that today the class/group will be finding the main ways that the phoneme /ie/ can be written down.
- The pupils are asked to say one way e.g. i-e as in like and to say which column it goes into and the teacher writes the choice in the correct column.
- The pupils continue to generate examples with the teacher scribing the choice in the correct column until the columns are full.
- One pupil comes to the board, reads the words in that column, underlines the pattern in a colour and comments on the position of the pattern in the word.
- The pupils come to the board in turn until all the alternative spelling patterns have been read, underlined and the position commented on.
- The pupils draw the grid in their books and fill in the choices that will be referred to in subsequent lessons.
- This lesson continues with the teacher choosing one alternative spelling pattern.

Today it is i-e. The grid is removed from the board and i-e words and sentences are dictated as shown below:

like	time	ride
bike	shine	prize
ripe	pine	slide

Frogs like to keep cool in ponds. Is it time to go to sleep?
 The children took a ride on a tram. I can go up a steep hill on my bike.
 The stars shine in the dark. Did he win a prize for his song?

- After writing the dictation in their books, the pupils read it back.

In Year 2, we recap Phase 5 sounds and alternative spellings and then we move onto Phase 6 and further consolidate this knowledge through Literacy lessons.

We continue to re-visit the Phase 5 sounds throughout Year 2.

See example planning below.

Teaching Notes for Snappy Lesson 1 **Sound Discovery Steps 4.1 and 4.2**
Root Words and Past Tense: Suffix ed (/e/-/d/) L&S Phase 6

See Sound Discovery Words and Sentences, Part 2, page 16+

- there are **three** sounds when the suffix **ed** is added to a word to make the past tense - **ed** (as in infected), **†** (as in remarked) and **d** (as in considered)
- say /e/+/d/ when the suffix **ed** has **†** or **d** before it
- **e** is alternative spelling for /ee/ in *predict, respect*
- **o** is alternative spelling for /u/ in *comfort*
- aim for joined-up writing if possible at this stage

suffix		phonemes
ed		e-d
root words	syllables	phonemes
connect	con/nect	c-o-n/n-e-c-t
infect	in/fect	i-n/f-e-c-t
predict	pre/dict	p-r-e/d-i-c-t
comfort	com/fort	c-o-m/f-or-t
respect	re/spect	r-e/s-p-e-c-t
root words plus suffixes		
connected	con/nect/ed	c-o-n/n-e-c-t/e-d
infected	in/fect/ed	i-n/f-e-c-t/e-d
predicted	pre/dict/ed	p-r-e/d-i-c-t/e-d
comforted	com/fort/ed	c-o-m/f-or-t/e-d
respected	re/spect/ed	r-e/s-p-e-c-t/e-d

Snappy Lesson:
 See pages 3 and 4 of *Sound Discovery Words and Sentences, Part 2* for more information about the Snappy Lesson. Use root word cards and suffix cards. Students are generally discouraged from saying letter names as they write out syllables and suffixes. They are still encouraged to say letter sounds. The teacher can use 'robot arms' to represent each chunk of a word during blending if it is helpful or to represent each sound if necessary. Students can identify sounds within syllables by using phoneme fingers if necessary during segmenting and can identify separate syllables by clapping beats or feeling the lowering of the chin with each syllable. Students can still tap out phonemes and use phoneme lines for the sounds within syllables when writing from dictation if necessary. They can instead use syllable lines. At this stage most students should be able to write syllables directly from dictation but some students may still need support at phoneme level. Phoneme cards can also be used if necessary to build up words. For manipulation, aim to move root word and suffix cards to make and break longer words e.g. connect ed.

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Snappy Lesson Plan

Sound Discovery Steps 4.1 and 4.2

Lesson 1 Root Words and Past Tense: Suffix ed (/e/-/d/)

L&S Phase 6

Date:

Learning Objectives: to blend and segment polysyllabic words containing root words and the suffix ed (e+d)

Success Criteria: to read and write words and sentences containing root words and suffixes with 100% accuracy

Tricky Words: the

Reading	Spelling
<p>1. Review Root Words for reading</p> <p>Show word cards. Students sound and say words</p> <ul style="list-style-type: none"> e.g. con/nect: connect, infect, predict, comfort, respect 	<p>7. Review Root Words for spelling</p> <ul style="list-style-type: none"> Dictate syllables or whole words. Students say each syllable and sounds as they write joined-up on small white board or in book.
<p>2. New Suffix: ed (/e/-/d/)</p> <ul style="list-style-type: none"> Show suffix card, and say. Students say. Play 'grab game' - touch with fingertips and freeze. With root word and suffix cards on table say word or suffix. First student to touch card wins it. 	<p>8. New Spelling: ed</p> <ul style="list-style-type: none"> Say suffix and model letter formation. Students to write joined-up on white board or in book from dictation. Check the letter formation. Handwriting sheets for further practice are found in SD Developmental Handwriting Series.
<p>3. Blending (oral)</p> <ul style="list-style-type: none"> Say syllables and suffix e.g. con/nect/ed Students to blend separate chunks into word <p>con/nect/ed, in/fect/ed, com/fort/ed pre/dict/ed, res/pect/ed</p>	<p>9. Segmenting Words into chunks</p> <ul style="list-style-type: none"> Say a word Students to clap beats for each chunk and say chunk; say sounds as they flick fingers. <p><i>c-o-n/n-e-c-t/e-d, i-n/f-e-c-t/e-d, c-o-m/f-or-t/e-d</i> <i>p-r-e/d-i-c-t/e-d, r-e-s/p-e-c-t/e-d</i></p>
<p>4. Manipulating Cards</p> <p>Suffix at top of board, root words at bottom.</p> <p style="text-align: center;">ed (ed sound) connect, infect, predict, comfort, respect</p> <p><i>connect-connected-infected-infect-respect-respected-predicted-predict-respect-respected-comforted-comfort</i></p>	
<p>5. Word Cards for Reading - sound and say</p> <ul style="list-style-type: none"> Show word cards in a pack, one at a time. Students sound and say root word and suffix. Blend chunks together and say word. Or students sound in their heads and say word. <p>connected, infected, comforted, predicted, respected</p>	<p>10. Word Dictation - tap and write</p> <ul style="list-style-type: none"> Say a word. Students clap syllables and suffix. Students tap out phonemes for first syllable, draw a phoneme line for each phoneme, say sounds as they write letters and say the syllable, e.g. con Tap, draw lines, write letters for all chunks. Or students segment in their heads and write word. connected, infected, comforted, predicted, respected
<p>6. Reading Sentences</p> <ul style="list-style-type: none"> One student to read each sentence or read as a group. <p>The thigh bone is connected to the hip bone. The teacher predicted good marks for the class. The bite in her leg became infected. Bob respected his parents. My best friend comforted me.</p>	<p>11. Sentence Dictation - tap and write</p> <ul style="list-style-type: none"> Say a sentence. Students recall sentence orally or say together with adult. Students write sentence on white board or in book. Clap syllables and tap out phonemes, as required. If necessary, dictate one word or phrase at a time. When recall develops dictate the complete sentence. Repeat process for other sentences. Check for spacing, spelling and punctuation. Students to read back suffix, words and sentences.
<p>Extension for Reading</p> <p>In separate session, extend reading and oral comprehension by reading the passage on page 4-7 - 3 of <i>Precision Monitoring and Speed Reads, Book 3</i> and then answering comprehension questions orally.</p>	<p>Extension for Writing</p> <p>In separate session, extend writing and written comprehension through dictation of the passage on page 4-7 - 3 of <i>Precision Monitoring and Speed Reads, Book 3</i> and then answering comprehension questions in writing.</p>