



SPELD NSW

Basic Code Sets 1 to 4 : Annotated

Understanding instruction,
retrieval practice and differentiation.

Set Planner : Set 1, Week 1

Today we are learning how to read and write the sound /a/.

- Use 'Learning a New GPC Routine' to explicitly introduce the GPC.
- Model how to form the letter.
- Immediately follow-up with students practising writing 'a' with a tracing scaffold and use of lines may be helpful.

As soon as you have introduced 'm' you can teach students the skill of **BLENDING** to read the word 'am'. During reading practice time provide students with grapheme cards to build, read and then write the word 'am'. Encourage students to use 'am' in a sentence orally, e.g. I am Sally.

Daily Review: Warm up with segmenting and blending words at the phoneme level. These can contain any code or spellings as the task are oral/aural ONLY.

Week 1/3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Phoneme segmenting	Phoneme blending	Phoneme segmenting	Phoneme blending	Phoneme Segmenting and blending
Set Review		Read it, write it: a	Read it, write it: a, m	Read it, write it: a, m, t	Read it, write it: a, m, t
Teaching Focus (I do, we do)	a	m	t	Reading words	Review all
New words and phrases for instruction		am	at, mat,	am, at, mat	am, at, mat
Phonics Independent Practice (you do)	Letter formation a	Build am with grapheme cards, say sounds and blend, write am	Build at, mat, Sam with grapheme cards	Read words	Read and write
Handwriting	Capital A	m, M	t, T	a, m, t	A, M, T
Reading practice and fluency	Writing and identifying 'a'	Say, build, write 'am', 'AM'	Say, build, write at, am, mat, Tam	Teach students how to do coding activity using am, at, mat	Practice coding using am, at, mat

In **handwriting** lessons explicitly teach and practice both lower- and upper-case new letters that are taught in phonics. Focus should be on directionality and also letter proportions/size related to other letters.

Now you have a few words that you can work with in the lessons. This is a good opportunity to teach students how to do '**coding**', which encourages students to decode and blend words explicitly.

Set Planner : Set 1, Week 2

Your **daily review** is a perfect opportunity to explicitly practise handwriting letters taught in the previous week. Daily practice is important to ensure accuracy formation and automaticity of handwriting skills.



Phonics instruction should focus on **decoding and blending**. Introduce the new GPC and then model how to read words containing taught sounds.

In reading practice and fluency time focus on decoding and blending by doing **word reading activities** such as coding. Practise words using all taught code.

Week 2/3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Letter formation: a, A, m, M	Letter formation: a, m, t	Letter formation: a, m, t	Letter formation: A, M, T	Letter formation: A, M, T
Set Review	Read it: am, at, mat	Write it: at, sat, Sam	Read it: sap, pat, tap	Read it: sap, pat, tap the, my	Write it: Sip, sit, tip, pit the my
Teaching Focus (I do, we do)	s	p	Review all the, my	i	Review all
New words and phrases for instruction	Sam, sat	sap, pat, tap,	the mat my mat the tap my tap	it, sit, sip, tip, pit	The pit The tip
Phonics Independent Practice (you do)	Letter formation s	Build am with grapheme cards, say sounds and blend, write am	Word and phrase reading with set tricky words	coding	Word reading and phrases using taught code and tricky words
Handwriting	s, S	p, P	s, S, p, P	i	I, P, S
Reading practice and fluency	coding	coding	Teach students how to read fluency strips	Fluency Strips	Fluency strips

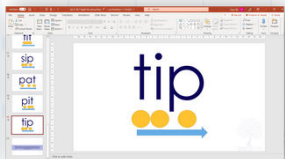
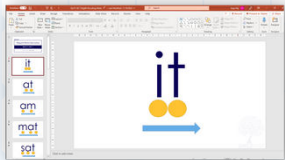
Use this reading practice and fluency time of your literacy block to **teach new low-variance activities** so then students will know how to use the activities moving forward.

As soon as you teach a high frequency irregular word, use those new words in **short phrases and sentences**.

Set Planner : Set 1, Week 3

Week 3/3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Letter formation: s, p, i	Letter formation: t, s, p, i	Letter formation: M, T, S, P, I	Letter formation: A, M, T, S, P, I	Letter formation: a, m, t, s, p, i
Set Review	it, sit, sip, tip, pit	it, map, sip, fat	Cat, sap, it, pit, cap	am, it, at, map, pat, sip,	sat, sip, map, fit, the
Teaching Focus (I do, we do)	f, c	is, as	Review all	I	Review all
New words and phrases for instruction	fit, fat, fam cat, cap, Cam,	The cat is fat. Sam is fit. I am as fit as Sam. My cat is as fat as Tim the cat.	The cat is fat.	I am fit. I am ____ (name) I am it. I am Sam	
Phonics Independent Practice (you do)	coding	Word and phrase reading with set tricky words	coding	Word and phrase reading with set tricky words	
Handwriting	f, F	c, C	f, c	F, C	f, F, c, C
Reading practice and fluency	coding	Fluency strips	Decodable phrase and sentence/fluency strips	Decodable phrase and sentence/fluency strips/coding	Decodable phrase and sentence/fluency strips/coding

Set Review is the start of your phonics lesson. This is in addition to the Daily Review. Model and use **choral reading** to practice decoding and blending these words as a warm up.

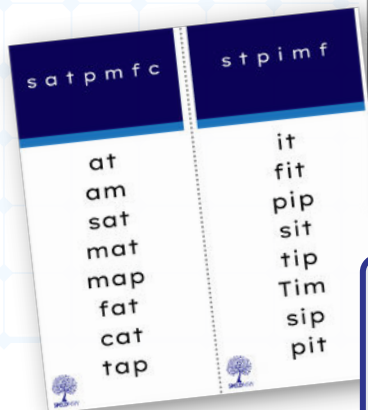


Practise taught code and prior taught irregular words by preparing short phrases and sentences that use all of the taught content.

Differentiate by length of phrase or sentence.

Set Planner : Set 2, Week 1

Week 1/2	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Letter formation: f, c	Letter formation: f, c	Letter formation: F, C	Letter Formation: F, C	Letter formation: a,c, t, f
Set Review		n	n, d	nap, did, in	not, on, in, did
Teaching Focus (I do, we do)	n	d	review	o	off
New words and phrases for instruction	In, an, can, fan, fin, pin, nip, nap, nit, man, tan,	dip, mad, sad,		not, nod, on	am, at, mat off the mat off the cat The rat is on the cat.
Phonics Independent Practice (you do)	coding	coding	Build at, mat ←	Read words	Read and write
Handwriting	n, N	d, D	n, N, d, D	o, O	o, O
Reading practice and fluency	Fluency strips set 1	Decodable sentences/fluency strips set 1	Decodable sentences/fluency strips set 1	Decodable sentences/fluency strips set 1	Decodable sentences/fluency strips set 1



Now that students have been taught all of Set 1 they need to **practice** that content in order to **LEARN** it!

For **very strong readers**: ask them to write these words **BUT** ensure correct letter formation.

Set Planner : Set 2, Week 2

Week 2/2	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Letter formation: n, d, o	Letter formation: n, d, o	Letter formation: N, D, O	Letter formation: N, D, O	Letter formation: n, m, a, n, c, o (grass letters)
Set Review	am, at, mat	am, at, mat, sat, Sam	Sam, sap, pat, tap	am, at, mat, sat,	Sip, sit, tip, pit
Teaching Focus (I do, we do)	r	g	a (tricky word)	has	Review all
New words and phrases for instruction	rat, ram, rip, rot	sag, got, rag, gap	a cat a rat a man a tap a pat	has a hat the man has a cat	
Phonics Independent Practice (you do)	coding	coding	Reading short phrases with new tricky words off the mat I am on the cat. I sit off the mat.	coding	Read sound write
handwriting	r, R	g, G	r, R, g, G	r, R, g, G	r, R, g, G
Reading practice and fluency	Decodable sentences/fluency strips set 1	Decodable sentences/fluency strips set 1	Teach students how to do read, sound write	Read sound write	Read sound write

Differentiate by level of support in Phonics.
 More able students complete the I do/we do and then move to 'you do' independent practice.
 Students requiring more support remain with the teacher to receive more instruction or to receive guide practice before attempting the task independently.

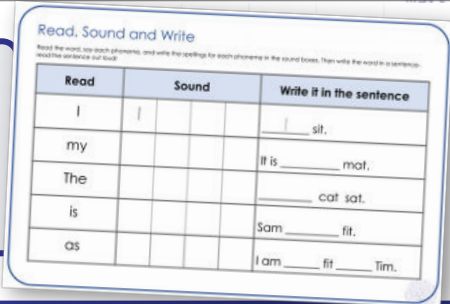
Set Planner : Set 3, Week 1

Week 1/3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Set 1 GPC and word reading	Set 1 GPC and word spelling.	Set 1 word reading and tricky word reading	Set 1 word reading and tricky word reading.	Set 1 Vocabulary fit, tip, tap
Set Review	Review prior taught sounds that will be needed for word reading e.g. m, t, s ...		e	e, his, to	e, l, b, his, to
Teaching Focus (I do, we do)	'e' and reading words with 'e'	Reading words with 'e'	his, to	l, b and reading words with l and b	reading words and phrases with l and b and new tricky words
New words and phrases for instruction	set, met, pet, ten, men, red, net, Ted, med, pen, den, Meg, peg	set, met, pet, ten, men, red, net, Ted, med, pen, den, Meg, peg	His pen His red pen Off to the den. Meg is off to get a pig. My red peg.	bat, bit, lit, lot, ban, lap, lip, lop, bop, bog, bot, bag, big, leg, led, let, bet, bed, Ben, beg	Off to bed. Off to the red ben. Ben ran to the bin. Ben bit his lip. Sit on my lap.
Phonics Independent Practice (you do)	Coding	Read, sound, write	Irregular word read sound write	Coding	Read, sound, write
Handwriting	e, E	e, E	his, to	l, L, b, B	l, L, b, B
Reading practice and fluency	Fluency strips set 1 and 2. Partner reading: Decodable texts from set 1	Teach students how to do irregular read, sound write using set 1 and 2 words	Fluency strips set 1 and 2. Partner reading: Decodable texts from set 1	Irregular word read sound write using sets 1-2 words.	Fluency strips set 1 and 2. Partner reading: Decodable texts from set 1



Now as students have spent quite some time practising Set 1 word and phrases, they can read **decodable texts with a partner**. Teachers can listen to students read during this time.

During reading practice and fluency time you can engage students in **partner reading and then a game or follow-up activity**.



Set Planner : Set 3, Week 2

Differentiate by focusing on single words for struggling readers and longer sentences/phrases for stronger readers.

Extend students on vocabulary by asking them to explain and define the meaning of words.

Week 2/3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Set 1 phrase reading	Set 1 word spelling	Set 1 phrase reading	Set 1 word spelling	Set 1 phrase dictation
Set Review	e, l, b, his, to	e, l, b, his, to	e, l, b, his, to, u	e, l, b, his, to, u, k, ck	e, l, b, his, to, u, k, ck
Teaching Focus (I do, we do)	'u' and reading words with 'u'	Reading words with 'u'	k, ck and reading words with 'k' and 'ck'	Reading words with 'k' and 'ck'	of, see
New words and phrases I can use for instruction	up, mug, tum, run, dug, nut, but, lug, cup, cut, gut, mum, fun, mud	Mum has a red cup.	kip, kit, kin, kid, sick, sack, pick, pack, tick, tack, tock, sock, lock, lick, lack, Nick, nick, back, neck, tuck, luck, kick, peck	Pick it up. Kick the can. The red cat can lick his leg.	Sam can kick to Tim. It is in his pack. My big hen can peck. I can see a duck. I got rid of the bug in my bed.
Phonics Independent Practice (you do)	Coding with 'u' words	Read, sound, write with 'u' words	Coding with k and ck words	Read, sound, write with k and ck words	Irregular word read sound write
handwriting	u, U	u, U	k, K	k, K	u, U, k, K
Reading practice and fluency	Teach students 4 in a row using set 1-2	4 in a row from sets 1-2	Fluency strips set 1 and 2 Partner reading: Decodable texts from set 1	Fluency strips set 1 and 2 Partner reading: Decodable texts from set 1	Fluency strips set 1 and 2 Partner reading: Decodable texts from set 1

Differentiate by level of support in Phonics.

More able students complete the I do/we do and then move to 'you do' independent practice.

Students requiring more support remain with the teacher to receive more instruction or to receive guide practice before attempting the task independently.

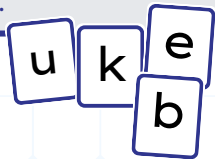
Differentiate for stronger readers by allowing them to read Set 2 decodable texts or more complex/lengthier Set 1 sentences and texts.

Set Planner : Set 3, Week 3

This can be done on mini whiteboard or on paper if you want to collect some evidence of progress. By now students have practiced Set 1 for quite a few weeks so the data will be good evidence of learning!

Week 3/3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Set 1 sentence reading and dictation	Set 1 sentence reading and vocabulary	Set 1 sentence reading and dictation	Set 1 Vocabulary and dictation	Set 1 sentence reading and dictation
Set Review	e, l, b, his, to, u, k, ck, of, see	e, l, b, his, to, u, k, ck, of, see, v, h	e, l, b, his, to, u, k, ck, of, see, v, h	e, l, b, his, to, u, k, ck, of, see, v, h, ve	e, l, b, his, to, u, k, ck, of, see, v, h, ve, for
Teaching Focus (I do, we do)	v and hand reading words with v and h	Reading words with v and h	for	Review all	Dictation- words and phrases
New words and phrases I can use for instruction	vet, van, vat, vid hit, hot, hat, hop, hip, hug, ham, him,		The ham is for Sam. Sam has a hat for the sun.		All words + phrases I got a mud pit for my pig. I can see a bit of fog.
Phonics Independent Practice (you do)	Coding	Read, sound, write set 3	Irregular word read sound write for set 3	fluency strips set 3 The big practice worksheet set 3	fluency strips set 3 The big practice worksheet set 3
handwriting	v, V	h, H	v, V, h, H	v, V, h, H	v, V, h, H
Reading practice and fluency	Teach students how to do roll and read using sets 1 -2	Roll and read from sets 1-2	Roll and read from sets 1-2 Partner reading: Decodable texts from set 1	Roll and read from sets 1-2 Partner reading: Decodable texts from set 1	Roll and read from sets 1-2 Partner reading: Decodable texts from set 11

Rapid reading of GPCs and tricky words can be a good warm up. You might like students to say the sounds AND the letter names.



Set Planner : Set 4, Week 1 of 1

This **daily review** content is planned in the scope and sequence in the planned revision column. Again this is where the **LEARNING** is taking place!

Week 1/1	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review	Set 2 GPC and word reading	Set 2 GPC and word spelling	Set 2 word reading and tricky word reading	Set 2 word reading and tricky word reading.	Set 2 Vocabulary fit, tip, tap
Set Review	-	Reading plural s= /s/	Spelling plural s= /s/	Spelling plural s= /s/	Spelling plural s= /z/
Teaching Focus (I do, we do)	Reading plural s= /s/	Spelling plural s= /s/	Reading plural s= /z/	Spelling plural s= /z/	Word dictation plural s= /s/ or /z/
New words and phrases for instruction	hats, cats, taps, tops, socks, rats		bags, pods, tubs, ribs, dogs		
Phonics Independent Practice (you do)	Coding	Partner dictation	Irregular word read sound write	Partner dictations	-
Handwriting	a, d, g	n, m, r	o, c	t, l, b	F, s
Reading practice and fluency	Fluency strips set 2-3 Partner reading: Decodable texts from set 2 Targeted practice based on data.	4 in a row set 2-3 Partner reading: Decodable texts from set 2 Targeted practice based on data.	Partner dictation set 1-3 Partner reading: Decodable texts from set 2 Targeted practice based on data.	4 in a row set 2-3 Partner reading: Decodable texts from set 2 Targeted practice based on data.	Partner dictation set 1-3 Partner reading: Decodable texts from set 2 Targeted practice based on data.
Extra practice (e.g. after lunch)	Targeted practice based on data.	Targeted practice based on data.	Targeted practice based on data.	Targeted practice based on data.	Targeted practice based on data.

Now that you have collected end of term 1 data, you will need to include **some extra practice** time in your day to provide additional practice to students to target skills and content identified in the data.

Differentiate by allowing struggling readers to **focus on decoding and blending** during independent practice while stronger students may focus on **spelling** these words by doing partner dictation.