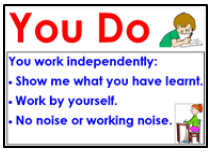
Explicit Instruction phase	Teacher's Role	Student's Role
Activate Prior Knowledge	**GAIN ATTENTION** • **State Goal and Success Criteria** concise and clear - ***BY the end of the lesson*** you will be able to identify the phonemes, grapheme choices and meanings of 3-5 words. - ***This is important because*** *the words I have selected you will be using this week in your…..*	• **Listen attentively** • **Set personal target** • **Link this learning** to previous lessons
	MODELLED PRACTICE **Meaning** • **Orally articulate the word.** • **Articulate the meaning (definition and synonyms).** • **Explore alternate meanings and/or homophones.**	• **Look, listen and learn** (100% focused on teacher)
	GUIDED PRACTICE **Analysis** • **Use** phoneme fists to identify and segment individual phonemes in the word. • **Identify** the graphemes that represent each phoneme and match these to the THRASS Chart. • **Discuss** consonant and vowel choices • **Link** number of vowels to number of syllables • **Identify** graphemes/syllable sets that may need particular attention e.g. affixes their meanings and functions, GCAs. • **Link** words with the same grapheme by analogy. • **Write** the word **Synthesis** • **Say/synthesise** the phonemes in the word in the correct sequence. • **Explore** phonetic understanding and synthesis using phoneme deletion/manipulation activities	• Actively participate • Echo the teacher's sounding out of each word's phonemes and use phoneme fists to signal the number of phonemes • Write the word, identifying vowel and consonant graphemes. • Write the word showing syllable breaks • List/sort words that involve same grapheme choices • Respond to teacher questions

	**INDEPENDENT PRACTICE** **Using Memory** • **Engage students in independent practice.** • **Actively monitor - clarify and verify student understanding of the task** • **Differentiate** e.g. Expectations, activities- for higher, reteach for lower • **Provide immediate affirmative and corrective feedback** **Testing** • **Test list words to assess that the learner is able to:** • **Articulate** the word • **Articulate** the word in a sentence to show meaning. • **Isolate and write** particular graphemes related to the word. • **Spell** the word using letter names**.** **Applying** • **Provide** dictation activities. • **Mark** dictation and **analyse** student knowledge and skills	**Using Memory** • **Work quietly** • **Identify and synthesise** spelling words from memory. • **Link/sort** words with like graphemes from memory. • **Link/sort** words with like phonemes from memory. • **Spell** graphemes/words from memory using letter names • **Complete set tasks** to show you are successful • **Show high standards of work** - presentation reflects on learning • **Link new learning with prior knowledge** **Testing** • **Apply** skills and strategies to correctly spell words in everyday writing and dictation**.** **Applying** • **Use** learned strategies and skills to encode familiar words
Reflection	**REFLECTION** • **Review and reflect on purpose and critical content** – *restate concept, lesson intention and success criteria* • **Assess and celebrate student success** *– correct work* • **Provide student feedback** • **Evaluate – where to next** *based on student success*	• **Reflect on learning and connect to next lesson** • **Link new learning with prior knowledge**