

lesson overview + examples

year 1-8

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lesson overview

The Code is systematic and cumulative. It follows the logical order of language, begins with the most basic concepts and progresses to the more complex. Applying knowledge of sound-letter relationships, heart words and spelling patterns in independent writing is the intended outcome of teaching The Code. Teaching is explicit and diagnostic. The lesson overview below and lesson examples, shows the elements of a lesson sequence. Sometimes not all elements are completed in a single lesson, it can be continued the following day.

1. Review Prior Learning (You do)

The purpose of review is to consolidate and develop automaticity. This is a crucial element to learning.

2. Explicit Teaching (I do)

The purpose of explicitly teaching The Code is to directly teach a concept from the scope and sequence. It allows for knowledge of the alphabetic principle to be taught in the most succinct and straightforward way. Students experience immediate success due to the explicit and direct teaching. Teacher modelling is essential and this teaching approach reduces cognitive load, is specific, targeted and focused.

3. Students Write (You do)

This is an opportunity, when appropriate in the lesson, to practice writing letters to represent sounds and spelling patterns. The teachers models and corrects letter formation immediately.

4. Students Decode/Read words (We do and you do)

This is an opportunity for students to decode words with knowledge of the sound letter relationships and spelling patterns that have been taught, to develop accuracy and fluency. Teaching Activities to support decoding are Identify Phonemes, Read and Grab, Word Sort and Sound Swap.

5. Students Encode/Spell words (We do and you do)

This is an opportunity for students to encode words with knowledge of the sound letter relationships and spelling patterns that have been taught, to develop accuracy and fluency. Teaching Activities to support encoding are Finger Spelling, Identify Phonemes, SoundCheck and Sound Swap.

6. Dictation/Writing (You do)

The purpose of dictation is for students to practice the sound letter relationships or spelling patterns that have been taught. This is an opportunity to teach finger spacing and sentence punctuation. Students practice holding in their working memory, phrases and short sentences that have been repeated out loud prior to writing. They use finger spelling when needed. Students reread their writing and mark the spelling with their teacher.

code lesson planning

Class/Team: _____ List: _____ Date: _____					
	Monday	Tuesday	Wednesday	Thursday	Friday
Review					
Explicit Teaching					
Students Write					
Decoding					
Encoding					
Dictation					

Class/Team: _____ List: _____ Date: _____					
	Monday	Tuesday	Wednesday	Thursday	Friday
Review					
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code lesson planning

Class/Team: List: Date:

	Monday	Tuesday	Wednesday	Thursday	Friday
Review					
Explicit Teaching					
Students Write					
Decoding					
Encoding					
Dictation					

year one lesson

List 2 Digraph 'sh'

1. Review Prior Learning (You do)

- Sound Pack of letters and spelling patterns previously taught
- Decode words from previous lessons e.g. CVC and 'th' (fan, zip, jog, then, with, this)

2. Explicit Teaching (I do)

List 2 Digraph 'sh' A digraph is two letters that together spell a single sound (sh, ch, th, wh, ng)

"Today you're learning a new sound /sh/. We write it like this 'sh', (teacher writes it on the whiteboard), this is a digraph. Two letters that make a new sound." Show a word card with 'shed'. Point to the letters as you say each sound. "/sh/ /e/ /d/. Shed has three sounds." Run your finger underneath the letters saying the sounds continuously "sh-e-d, shed."

"To spell the word 'shed', (say each sound as you finger spell from left to right) /sh/ /e/ /d/." The teacher writes the word 'shed'.

3. Students Write (You do)

Students write the letters 'sh' and say /sh/. They practice writing 'sh' and saying /sh/.

4. Students Decode/Read words with 'sh' (We do)

Students decode, with teacher support, a list of words with 'sh' .

(You Do) Give students word cards or a slideshow of words to read. Ensure they slide the sounds together to read the word (encourage the students to slide the sounds in their head if able to).

5. Students Encode/Spell words with 'sh' (We do)

Use the words that have been decoded above for encoding. "To spell the word 'shed', (say each sound as you finger spell from left to right) /sh/ /e/ /d/." The teacher writes the word 'shed'.

(You do) Teacher says the word, 'shed', students repeat the word, finger spell, write it and read it. Continue doing this with the list of words used for decoding.

6. Dictation/Writing (You do)

Dictate a phrase or sentence with the 'sh' words used above. This is an opportunity for students to apply what they have just learned. Repeat the phrase or sentence until the students can say it accurately before they write. If necessary while writing, students repeat the sentence and use finger spelling. They read the sentence when finished. To mark with the students, read the sentence aloud and spell the focus words.

year two lesson

List 6A CCVC

1. Review Prior Learning (You do)

- Sound Pack of letters and spelling patterns previously taught
- Decode words from previous lessons e.g. digraphs, 'ck' (wish, thin, sock, neck, chips, when, long, shin)

2. Explicit Teaching (I do)

List 6A CCVC Both consonants at the beginning of a word keep their individual sound

"Today you're learning to read and spell words with four sounds." Show a word card with 'slip'. Point to each of the letters as you say each sound.

"Slip has 4 sounds /s/ /l/ /i/ /p/". Run your finger underneath the letters saying the sounds continuously "sslllipp, slip".

"To spell the word 'slip' (say each sound as you finger spell from left to right) /s/ /l/ /i/ /p/".
The teacher writes the word 'slip'.

3. NA for list 6A

4. Students Decode/Read words with four sounds CCVC (We do)

Students decode, with teacher support, a list of words beginning with 's' 'l'. The first four words start with /s/ /l/ and have the vowel /i/, (slip slim slit slid). In the next group of words, change the vowel to /a/, (slap slam slab slat).

(You do) Give students word cards or a slideshow of words to read. Ensure they slide the sounds together to read the word (encourage the students to slide the sounds in their head if able to).

Options are to continue with words with the same two consonants and keep changing the vowel or change a beginning consonant(s) (swim step plot frog) and have the students decode/read independently.

5. Students Encode/Spell words with four sounds CCVC (We do)

Use words that have been decoded above for encoding.

"To spell the word 'slip' (say each sound as you finger spell from left to right) /s/ /l/ /i/ /p/". The teacher writes the word.

(You do) Teacher says the word, 'slip', students repeat the word, finger spell, write it and read it. Continue doing this with the list of words used for decoding.

Options are to continue with words with the same two consonants and keep changing the vowel or change a beginning consonant(s) (swim step plot frog) and have the students encode/write independently.

6. Dictation/Writing (You do)

Dictate a phrase or sentence with the words used above. This is an opportunity for students to apply what they have just learned. Repeat the phrase or sentence until the students can say it accurately before they write. If necessary while writing, students repeat the sentence and use finger spelling. They read the sentence when finished. To mark with the students, read the sentence aloud and spell the focus words.

This Lesson Sequence can be repeated for List 6B CVCC and List 6C CCVCC.

year three lesson

List 18 R Controlled Syllable ar/or

In this lesson sequence I have focused on /ar/. Depending on the group you are working with you can choose to teach /ar/ and /or/ together or independently.

1. Review Prior Learning (You do)

- Sound Pack of letters and spelling patterns previously taught
- Decode words from previous lessons e.g. ou/ow, igh, soft c/soft g (found, clown, growl, mouse, flight, twice, space, lounge, page, slight)

2. Explicit Teaching (I do)

List 18 ar/or When a single vowel is followed by a the letter 'r' this changes the vowel sound

"Today you're learning /ar/ we spell it 'ar'." Teacher writes 'ar' on the whiteboard. Show a word card with 'farm'. Point to the letters as you say each sound /f/ /ar/ /m/. Farm has three sounds." Run your finger underneath the letters saying the sounds continuously "ffarrrm, farm".

"To spell the word 'farm', (say each sound as you finger spell from left to right) /f/ /ar/ /m/." The teacher writes the word 'farm'.

3. Students Write (You do)

Students write the letters 'ar' and say /ar/. They practice writing 'ar' and saying /ar/.

4. Students Decode/Read words with 'ar' (We do)

Students decode, with teacher support, a list of words with 'ar'.

(You Do) Give students word cards or a slideshow of words to read. Ensure they slide the sounds together to read the word (encourage the students to slide the sounds in their head if able to).

5. Students Encode/Spell words with 'ar' spelling (We do and you do)

Use the words that have been decoded above for encoding. "To spell the word 'farm', (say each sound as you finger spell from left to right) /f/ /ar/ /m/". The teacher writes the word.

(You do) Teacher says the word, 'farm', students repeat the word, finger spell, write it and read it. Continue doing this with the list of words used for decoding.

Repeat the above Lesson Sequence with the /or/.

6. Dictation/Writing (You do)

Dictate a phrase or sentence with the words used above. This is an opportunity for students to apply what they have just learned. Repeat the phrase or sentence until the students can say it accurately before they write. If necessary while writing, students repeat the sentence and use finger spelling. They read the sentence when finished. To mark with the students, read the sentence aloud and spell the focus words.

year four lesson

List 37 Trigraph 'dge'

1. Review Prior Learning (You do)

- Sound Pack of letters and spelling patterns previously taught
- Decode words from previous lessons e.g. 'tch' (match, ditch, fetch, switch, patch, snatch, stretcher, ketchup, hatchet, kitchen)

2. Explicit Teaching (I do)

List 37 Trigraph 'dge' is the long spelling of /j/

"Today you're learning the long spelling of /j/. You know /j/ can be written as 'j'. Teacher writes 'j' on the whiteboard. The long spelling is 'dge' and is used straight after a short vowel". Teacher writes 'dge' on the whiteboard. Show a word card with 'fudge'. Point to the letters as you say each sound. "/f/ /u/ /j/. 'Fudge' has three sounds." Run your finger underneath the letters saying the sounds continuously "ffuudge, fudge."

"To spell the word fudge, (say each sound as you finger spell from left to right) /f/ /u/ /j/. Because there is a short vowel and then /j/ we use the spelling 'dge'." The teacher writes the word 'fudge'.

3. Students Write (You do)

Students write the letters 'dge' and say /j/. They practice writing 'dge' and saying /j/.

4. Students Decode/Read words with 'dge' (We do)

Students decode, with teacher support, a list of words with 'dge'.

(You Do) Give students word cards or a slideshow of words to read. Ensure they slide the sounds together to read the word (encourage the students to slide the sounds in their head if able to).

5. Students Encode/Spell words with 'dge' (We do)

Use the words that have been decoded above for encoding. "To spell the word 'fudge', (say each sound as you finger spell from left to right) /f/ /u/ /j/, short vowel then 'dge'". The teacher writes the word 'fudge'.

(You Do) Teacher says the word, 'fudge', students repeat the word, finger spell, write it and read it. Continue doing this with the list of words used for decoding.

lesson extension

"Listen to the vowel in the word 'sledge' /s/ /l/ /e/ /j/. Short vowel, we write 'dge'. Listen to the vowel in the word page /p/ /a/ /j/. Long vowel, we write 'ge'.

Listen to these words and write them in the correct column".

'j'

short vowel -dge	long vowel -ge (from list 17)
sledge	huge
fridge	page
badge	sage

6. Dictation/Writing (You do)

Dictate a phrase or sentence with the -dge words used above. This is an opportunity for students to apply what they have just learned. Repeat the phrase or sentence until the students can say it accurately before they write. If necessary while writing, students repeat the sentence and use finger spelling. They read the sentence when finished. To mark with the students, read the sentence aloud and spell the focus words.

year five/six lesson

List 47 Soft C and Soft G

In this lesson sequence I have focused on Soft C. Depending on the group you are working with you can choose to teach Soft C and Soft G together or independently.

1. Review Prior Learning (You do)

- Sound Pack of letters and spelling patterns previously taught
- Decode words from previous lessons e.g. 'ue' (blue, due, fuel, continue, barbecue)

2. Explicit Teaching (I do)

List 47 Soft C and Soft G When the letter C is followed by the letters 'e' 'i' or 'y', it changes from the hard /k/ as in can, to soft /s/ as in city

"Today you're learning when the letter 'c' is followed by the letters 'e' 'i' or 'y', it changes from the hard /k/ to soft /s/.

Teacher writes 'ce', 'ci', 'cy' in columns on the whiteboard. Then adds 'cent', 'circus' and 'cyclone' in the columns. Underline 'ce', 'ci', 'cy' in the words.

Point to the letters as you say "after the 'c' is an 'e' so the sound is /s/ because an 'e' follows the 'c'. The word is 'cent'.

Point to the letters as you say "after the 'c' is an 'i' so the sound is /s/ because an 'i' follows the 'c'. The word is 'circus'.

Point to the letters as you say "after the 'c' is a 'y' so the sound is /s/ because an 'y' follows the 'c'. The word is 'cyclone'."

Note: some students may notice the second 'c' in circus.

This is an opportunity to show them the letter that follows the 'c' is not 'e', 'i' or 'y' so it is the hard /k/.

3. N/A

4. Students Decode/Read words with 'ce', 'ci', 'cy'

(You Do) Give students word cards or a slideshow of words to read with 'ce', 'ci', 'cy'.

5. Students Encode/Spell words with 'ce', 'ci', 'cy' (We do)

Use the words that have been decoded above for encoding. "To spell the word 'prince', I hear /s/ so I write 'ce'."

(You do) Continue this with the words used for decoding.

Repeat the above lesson with Soft G.

6. Dictation/Writing (You do)

Dictate a phrase or sentence with the 'ce', 'ci', 'cy' words used above. This is an opportunity for students to apply what they have just learned. Repeat the phrase or sentence until the students can say it accurately before they write. If necessary while writing, students repeat the sentence and use finger spelling. They read the sentence when finished. To mark with the students, read the sentence aloud and spell the focus words.

year seven/eight lesson

List 60 The W Effect

1. Review Prior Learning (You do)

- Sound Pack of letters and spelling patterns previously taught
- Decode words from previous lessons e.g. 'gh' and 'ph' (sphinx, amphibian, philanthropy, cough, trough)

2. Explicit Teaching (I do)

List 60 The W effect. When 'a' follows a 'w' or 'qu' the sound of 'a' is /o/

Teacher writes in two columns 'wa' and 'qua' on the whiteboard. "Today you're learning when 'a' follows a 'w' or 'qu' the sound of 'a' is /o/." In the columns write 'wasp' and 'quad'. Underline the 'a'. "When we see 'a' we say /o/ and the word is 'wasp'. When we see 'a' we say /o/ and the word is 'quad'."

wa	qua
wasp	quad

3. N/A

4. Students Decode/Read words with 'wa' or 'qua'

(You do) Give students word cards or a slideshow of words to read.

5. Students Encode/Spell words with 'wa' or 'qua' (We do)

Use the words that have been decoded above for encoding. "To spell the word 'waffle', I hear /o/ so I write 'a'."

(You do) Continue this with the words used for decoding.

6. Dictation/Writing (You do)

Dictate a phrase or sentence with the 'wa' or 'qua' words used above. This is an opportunity for students to apply what they have just learned. Repeat the phrase or sentence until the students can say it accurately before they write. If necessary while writing, students repeat the sentence and use finger spelling. They read the sentence when finished. To mark with the students, read the sentence aloud and spell the focus words.