



SPELD NSW

Instructional Routines:

What does the K-2 English Syllabus look like in the Classroom

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INTRODUCING A NEW GPC

/p/

Say & Show

Today we are learning how we write the sound: /p/.

This is the main way we write this sound.
(Hold up the grapheme card and repeat the sound) /p/. This is the upper case "P".

Look at my lips- /p/. Notice the shape of my lips as I say /p/. My lips are together and then they pop open. Listen, /p/, it is a quiet sound (unvoiced). I can feel air puffing out my mouth as I say it.

Now you say the phoneme /p/.
Notice how it feels and sounds when you say /p/.

Look at your partner and say /p/.
Look at their lips as they say /p/. Can you hear that it is a quiet sound (unvoiced)?



Practice

Some words we know with this sound are:
'pit, drip, spit, pop...'
(oral only and segment to scaffold where necessary)

Thumbs up when you hear a word with /p/... pot, step, bat, mud, pit, spot

Write

Write 'p'.
Watch me write lower case /p/.
(explicitly show starting point, directionality and position)

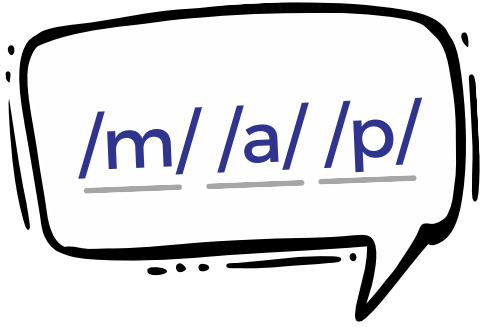
Now you have a go. Write lower case /p/.
What is this sound? (Point to grapheme) /p/.



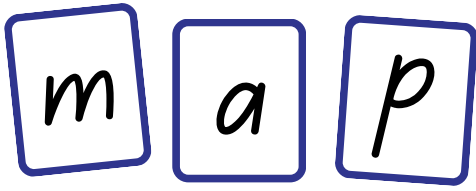
TEACHING to DECODE

THE DECODING ROUTINE:
PHONICS

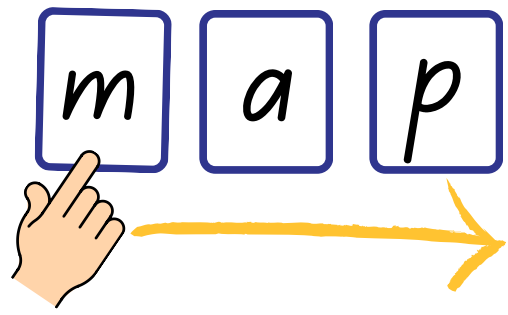
Say it



Make it



Read it

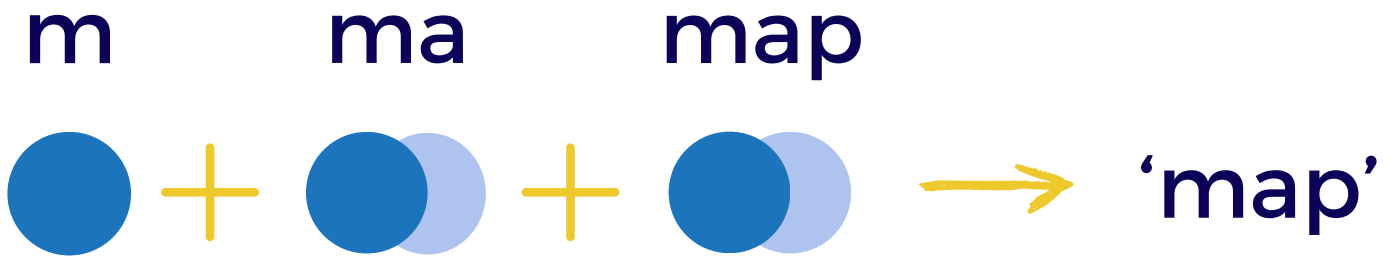


Write it



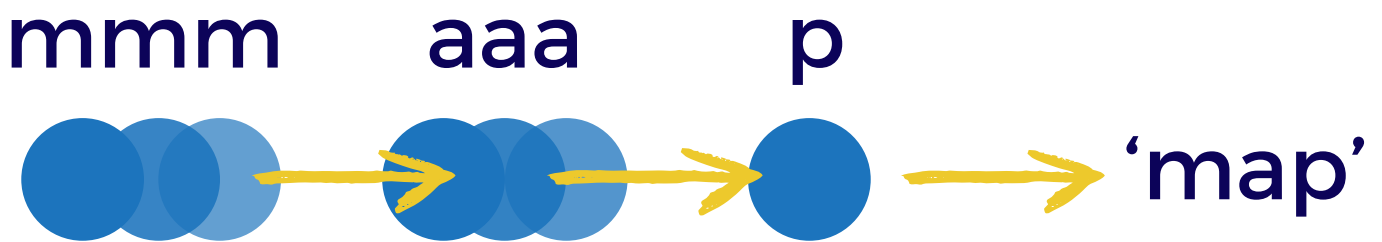
ADDITIVE BLENDING

My goal is to read each sound from left to right



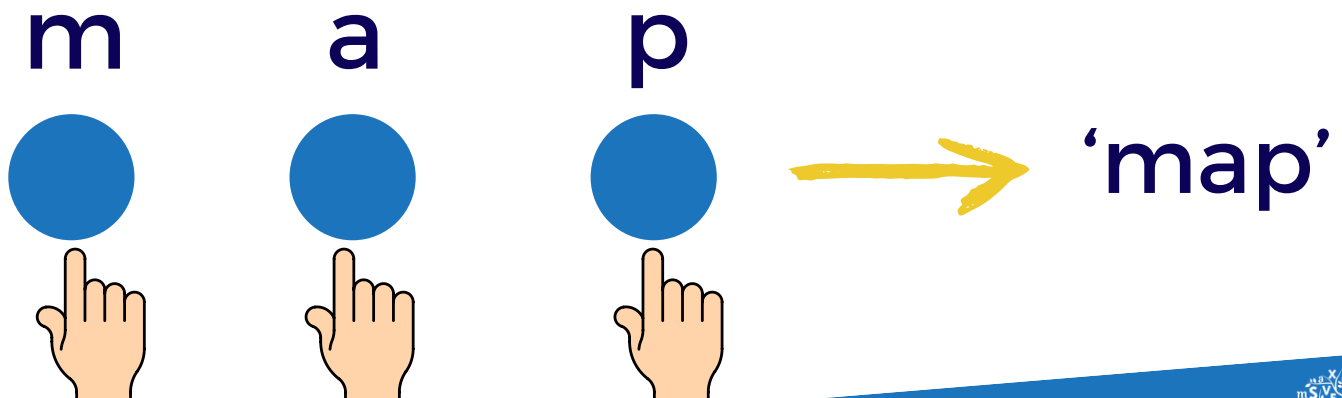
CONTINUOUS PHONATION

My goal is to keep saying the sounds as I read through the word



SEGMENT AND BLEND

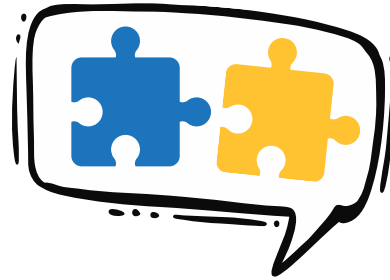
My goal is to say each sound and then blend them together to say the whole word



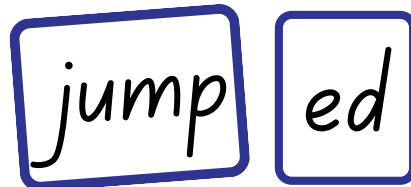
TEACHING New Morpheme

THE DECODING ROUTINE:
BASIC MORPHOLOGY

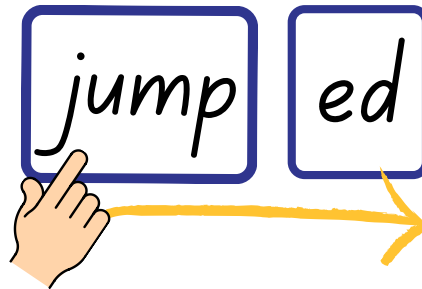
Say it



Make it



Read it



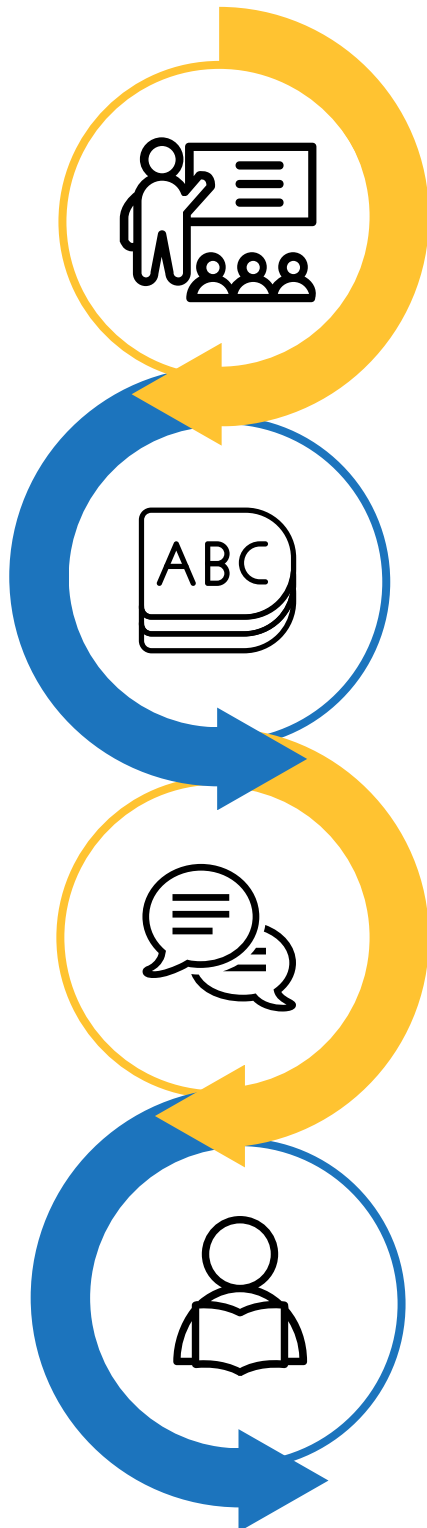
Write it

jumped



READING DECODABLE TEXTS

For Accuracy & Automaticity



TEACH

Explicit teach and practice phonics and irregular words required for this text.

WARM UP

- Warm up by reading words that will be in the text.
- Practice decoding strategies.

CORRECTIVE FEEDBACK

- *Try again.*
- *What is this sound?*
- *This is the ___ sound. Try again.*
- *Watch and listen to me. Now you try.*

REREAD

Students reread the page or the book 2-3 times.

FLUENCY ROUTINE

for students who are now working on reading with prosody



1. CHOOSE

Select a text that the student can read with automaticity.



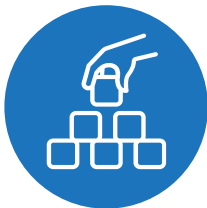
2. TRICKY WORDS

Model how to pronounce any complex words in the text



3. MODEL

fluent reading for the student



4. SCAFFOLDING

Provide targeted scaffolding and error correction for: Phrasing, Emphasis, Expression, Punctuation, Pacing



5. ENGAGE

talk about the text, ask clarifying questions, monitor for understanding, summarise as you read