

# Scheme of Work



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<b>Course title: Fun with Phonics</b> <b>Course code:</b>	<b>Accreditation opportunities (Including Functional Skills)</b>
<b>Tutor: Jonothan Hope</b>	<b>Length, start and end date: 6wks</b>
<b>Course aim(s):</b> <ol style="list-style-type: none"> <li><b>1. Increase learners' confidence with English language, both written and spoken</b></li> <li><b>2. Increase confidence with supporting children with phonics related homework / school work</b></li> <li><b>3. Provide ideas for making reading and writing more enjoyable at home</b></li> <li><b>4. Understand how phonics and guided reading is taught in primary schools</b></li> </ol>	
<b>Progression opportunities: Accredited English Level 1 / 2, Maths, KUWTC, ICT</b>	

No	Differentiated learning outcomes							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A	Outcome B	Outcome C					
1	Recall what a grapheme and phoneme is and 1 way children learn them.	Describe a variety of speed sounds and letter combinations and how to sound out words	Apply knowledge of speed sounds and sounding out to read new words and write spoken words					Initial assessment
2	Recall what a CVC word is and give 5 examples.	Recall and demonstrate 1 activity that can be played at home to help children with CVC words.	Recall and demonstrate 2 activities that can be played at home to help children with CVC words.					
3	Demonstrate 2 questions to ask to check understanding of a story.	Ask a retrieval question and a question for empathizing with a character.	Ask a variety of questions including comparison to own life, retrieval, inference and what happens next.					What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?

4	Read at least 2 sentences out loud with minimal support.	Read at least 3 sentences out loud without support, showing some intonation.	Demonstrate confident reading out loud with flow, intonation and melody capturing the attention of others.	
5	Create at least two Top Trumps cards using the agreed criteria and range.	Recall how to play at least two games with children	Demonstrate how to play 3 games and use strategies for encouraging participation and learning	
6	Support child to find clues and write answers	Create at least 4 clue questions and support child to find clues incl. writing	Create at least 8 clue questions and support child to find clues incl. writing	
7	Read simple texts and identify the subject.	Identify the main points of view in an article.	Identify implicit points of view and supporting detail.	
8	Build a simple game from cardboard and explain how to play it.	Build a cardboard game and create instructions describing how to play.	Build a cardboard game and create instructions describing how to play and a scoring system using simple addition and multiplication.	

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
1	1	Tutor led Group discussion, learner input Group discussion, learner input Paperwork completed Tutor led Learner verbal sounding-out, feedback Learner verbal participation.	<b>PHONICS 1</b> Introduction to session outcomes Course overview Session overview What's your experience? Setting Goals Group Agreement Paperwork Learning styles Phonics Sound out Phonetic Alphabet Hangman Reflection on learning Evaluation of session Learners record own progress.
2	1	Tutor led Group discussion, learner input Learner feedback, answering questions verbally Learner feedback, answering questions verbally Tutor led, learner queries Written work Tutor observation of pairs discussion. Notes written in pairs groups. Tutor observation.	<b>PHONICS 2</b> Phonics assessment Introduction to session outcomes Course overview Session overview Phonics revisited Speed sounds Letters and sounds Speed sounds sheet Single letter sounds Sounding Out Blending Spelling Dinosaur names – sounding out / segmenting Game Reflection on learning Evaluation of session.

### Good practice checklist

Have you planned:

- Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate
- Differentiation
- Embedded FS learning opportunities?
- Methods/format for regular recording progress and achievement with learners?
- Timely reviews and recording of learning and progress
- Embedded equality and diversity?
- Enhancement of learning by using digital technologies?
- Attention to health and safety?
- Ensuring learners feel safe and able to raise issues and concerns?
- Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?

		<p>Tutor observation of learners repeating sounds. Correct as needed.</p> <p>Written work, shared with group.</p> <p>Learner verbal sounding-out, feedback</p> <p>Written work</p>	<p>Learners record own progress.</p>
3	2	<p>Tutor led</p> <p>Group discussion, learner input</p> <p>Cards matched correctly.</p> <p>Discuss</p> <p>Learner feedback</p> <p>Tutor observation – learner group written work</p> <p>Written game in pairs</p> <p>Answers submitted through Socrative App</p> <p>Group answers shouted out.</p> <p>Written mnemonics by each learner.</p> <p>Written work</p>	<p><b>PHONICS 3</b></p> <p>Introduction to session outcomes</p> <p>Course overview</p> <p>Session overview</p> <p>App download</p> <p>Phonics Jargon Game</p> <p>Consonants and vowels</p> <p>CVC Game</p> <p>CVC Cops and Robbers</p> <p>Pairs Game</p> <p>Socrative Quiz</p> <p>Phonetic alphabet game</p> <p>Spelling: mnemonics</p> <p>Reflection on learning</p> <p>Evaluation of session.</p> <p>Learners record own progress.</p>
4	3	<p>Tutor led</p> <p>Learner discussion</p> <p>Tutor led</p> <p>Tutor observations of learners practicing with partner</p> <p>Tutor observation of partner work - circulate</p>	<p><b>READING – STORYTELLING</b></p> <p>Course Overview</p> <p>Session Overview</p> <p>Story reading</p> <p>Reading at home</p> <p>Story reading</p> <p>Choose a book – have a go</p> <p>Guided Reading Questions</p>

		Partner work, supported by tutor.	Guided reading questioning practice Reading together – Paired reading Making reading enjoyable Reading Report Reflection on learning Evaluation of session. Learners record own progress.
5	4	Tutor led, discussion Discussion Tutor led discussion Tutor observation of learners playing Discussion Tutor observation of learners playing Tutor observation of learners playing Self-assessment.	<b>PLAYING - READING</b> Introduction to session outcomes Linking learning with emotions Learning and playing Top Trumps TT discussion Word Rummy Rhyming puzzle. Pre-reading skills ideas Learning diaries
6	5	Tutor led, discussion Discussion Tutor observation – support where required Treasure hunts created – written work Tutor observation Self-assessment.	<b>TREASURE HUNT</b> Introduction to session outcomes Treasure Hunt types – what makes them work? Ready-made indoor treasure hunt – have a go Design a treasure hunt activity Children arrive – complete treasure hunts created Evaluation and assessment Hand out course diaries and ask learners to fill in. Homework
7	6	Answering questions as a group. Tutor observation of parents working with ch. circulate. Learning diaries completed	<b>READING COMPREHENSION</b> Welcome and share objectives Reading comp Guided Reading Questions Guided reading questioning practice Children arrive Reading together

			Reflection on learning Evaluation of session. Learners record own progress.
8	8	<ul style="list-style-type: none"> <li>• Tutor led</li> <li>• Discussion</li> <li>• Learner feedback,</li> <li>• Tutor observations of group discussions</li> <li>• Group discussion</li> <li>• Tutor observation</li> <li>• Discussion – ideas noted on flipchart</li> <li>• Learning diaries completed</li> </ul>	<b>Making</b> <ul style="list-style-type: none"> <li>• Introduction to session outcomes.</li> <li>• Gross and fine motors skills – activities at home</li> <li>• Introduce cardboard arcade – Cane’s Arcade, vid</li> <li>• Junk modeling – make a game from junk</li> <li>• Bug hotels</li> <li>• Course diaries / SeeSaw</li> <li>• Homework</li> <li>• End of course paperwork.</li> </ul>
<b>How will you know the course aims and LOs have been achieved? Learning diaries and work completed during each session.</b>			
<b>Tutor reflection / Notes for future delivery</b>			