



# SUNSHINE PHONICS - EXPLICIT TEACHING GUIDELINES & SAMPLE LESSON PLANS

## Sequence of Learning at Each Stage of the Programme

The Sunshine Decodables programme teaches phonics explicitly and systematically, following a sequence that ensures success and mastery at each stage of the programme for all students. Reading, spelling and writing of new phonemes/graphemes are all explicitly taught at the same time. See our Week-by-Week Teaching Plan for guidance on pace of teaching.

<b>SOUND LEVEL</b> ↓	Each set of the programme starts with explicit teaching at sound level - teaching the grapheme-phoneme correspondences (GPCs) so that the students learn to automatically recognise and say each of the sounds and also how to write them.
<b>WORD LEVEL</b> ↓	As knowledge of the sounds are mastered, explicit teaching of how to blend and segment those sounds to make words to read and spell is taught. Focus tricky words for the set are also taught.
<b>SENTENCE / TEXT LEVEL</b> ↓	When students are able to successfully blend known sounds to make words, they start with the reading of captions and sentences and then move to reading connected text using the decodable books. These are used in small-group explicit teaching sessions.
<b>FLUENCY</b>	Students can now apply their phonic knowledge to connected text and continue to develop their fluency through repeated practice.

## Explicit Instruction Sequence in Daily Lessons

Each daily lesson includes revision of previous learning, explicit teaching of the new learning and opportunity to practise and apply that new learning in reading, spelling and writing. See our sample lesson plans on the next page.

<b>REVISE</b> ↓	<b>Revisit</b> and <b>revise</b> previously learned GPCs
<b>TEACH</b> ↓	<b>Explicit instruction</b> and <b>teacher modelling</b> of the new GPCs along with segmentation and blending of words
<b>PRACTISE</b> ↓	<b>Guided practice</b> in reading and spelling with the new GPCs
<b>APPLY</b> ↓	<b>Independent practice</b> of reading and writing using new GPCs
<b>ASSESS</b>	<b>Formative assessment</b> to inform teaching to meet student learning needs



## Year 0/1 – Sample Lesson Plan

### Programme support documents

Phonics Overview – details the order in which phonemes are taught (free download)

Week-by-Week Teaching Plan – guidance on pace of teaching (free download)

Scope and Sequence – details teaching points for all reading books (free download)

### Classroom Resources necessary for Year 0/1 teaching

Series 1, Sets 1-4 of Sunshine Phonics Decodable series print programme

Series 2, Sets 1-4 of Sunshine Phonics Decodable series print programme

Teachers' Books – containing guidance for small-group book reading lessons

Sunshine Online Decodable Library (free to NZ schools)

Sound Cards – to show grapheme-phoneme correspondences

Word Cards – for blending, reading and spelling practice

Sounds Chart – wall poster showing phonemes and graphemes (free download)

Desk Cards (free download)

Elkonin Boxes (free download)

Tricky Words Posters (free download)

Activity Sheets for each book (free download)

Assessment Kit (free download)

### Other useful free resources (available from [sunshine.co.nz](http://sunshine.co.nz))

Worksheets (Sets 1-3)

Home Reading Cards (Set 1)

Caption Cards (Sets 1-3)

Sentence Cards (Sets 1-4)

Speed Reading Word Cards (Sets 1-3)

Silly Quiz (Set 3)

Bingo Cards

Word Card games

Character tearsheet

### Before you start

- Review the Phonics Overview to understand the order in which phonemes and graphemes are taught in the Sunshine Phonics programme.
- Check the Week-by-Week Teaching Plan to see what will be taught by you (and read by students) this week.
- Use the Sunshine Sounds Chart for students' reference.

- Books cannot be read until students have been taught the grapheme-phoneme correspondences (GPCs) they will meet in those books. For example, before reading any Set 1 books, students need to know the sounds (phonemes) and graphemes (written form) for **s a t p i n m d**. Once they know these GPCs they will be able to sound them out and blend them to read CVC and VC words (e.g. sat, at, pin).
- Use the Assessment Kit screening test to assess what knowledge students already have.

## Teaching a new sound

- Review any previous learning. Use the Sound Cards to re-visit GPCs already taught, with students saying the sound when you hold a card up.
- Explain the learning intention for this lesson. Tell students that they will be learning a new sound.
- Say the new phoneme (sound). When you say the sound, ensure you say the pure sound by not adding uh, e.g. mmm not muh. The sound for m can be elongated for emphasis mmmm. If the sound cannot be elongated, then repeat it several times, e.g. /b/ /b/ /b/.
- When teaching a new sound remember that some sounds can be elongated easily retaining the pure sound while others need to be kept short.
- Sounds that can be elongated are:

**/n/ /s/ /m/ /l/ /f/ /r/ /v/ /z/**

- Sounds that need to be kept short are:

**/a/ /p/ /t/ /i/ /d/ /g/ /o/ /b/ /h/ /e/  
/u/ /c/ /k/ /ck/ /j/ /qu/ /w/ /x/ /y/**

- Ask students to repeat the sound.
- Say some words that start with the phoneme, e.g. man, mum, me, monkey, mud. Have students repeat these words after you. Say students' names that start with the same phoneme. Ask students to repeat them after you.
- Show the appropriate Sound Card, with the focus phoneme/grapheme and matching illustration. Point to the grapheme and say the sound /mmmm/. Then point to the illustration and say the word on the card. Ask students to do this with you as you point to the grapheme and then the illustration and repeat this several times.
- Write the grapheme showing students where to start and verbalising the actions to complete the letter formation, e.g. for m, "Start at the top and go straight down, then up and around and up and around again". Repeat, having students copy you, writing in the air. Students then practise writing the new grapheme on small whiteboards or on paper.

## Blending to read words

- Once students have learnt enough GPCs to start sounding out and blending VC and CVC words, then practise doing so.
- Use 'phoneme fingers' to identify the separate sounds in words.
- Use Elkonin boxes to identify the separate sounds in words and then blend these together.
- Use Word Cards with sound buttons under each sound or write the words on a whiteboard with a dot under each sound. Model how to point to each grapheme/letter as you say them. Then run

your finger under all the letters as you blend the sounds to read the word. Encourage students to do this with you and then they can practise on their own or with a partner, either using Word Cards or writing these words themselves.

- Decode words from previous lessons.
- Use Speed Reading Word Cards for practice.

## Preparing to read a book

- Once students have learned all the sounds **s a t p i n m d** they can begin reading Set 1 books (this will be in approx week 8). Introduce the characters of the books and their names using the character tearsheet.
- Teach Tricky Words for the set. Display the Tricky Words Poster on the wall for reference.
- Most tricky words only have tricky parts and other parts that students know. This means that parts of these words can be analysed and decoded with students to better help them understand and remember them. If the tricky word is 'go' and students know the common sound for g as in get and o as in got, then the only tricky part is the o which in this case represents the long /o/ sound. For this word, start by reading the word to students and getting them to repeat it. Then read the word phoneme by phoneme (sound buttons can help), pointing to the letters as you say the sounds. Point to the parts of the word that students know and ask them to give you the sounds. Lastly, point out the tricky part and tell students the sound this letter or letters make. This way, students can draw on and apply the phonic knowledge that they have while also learning about the tricky part of the word so that they can read it. Revisit the words you are teaching often and remind students that the words are tricky before they attempt to read them.
- Begin teaching the sounds from Set 2 (**g o b h e r f u l**), while students read Set 1 books.
- Before teaching Set 4, teach the blending of adjacent consonants in CCVC and CVCC words.
- From Set 4, one new GPC is introduced per book – therefore that book can be read as soon as the one new GPC has been taught.

## Guidance for small-group reading lessons

- Discuss the title and front cover.
- Predict what the story is about and any connections to self. Briefly walk through the pictures.
- Focus on the inside front cover. Say the phonemes and blend the words. Read the tricky words.
- If students are struggling on a word, help them to blend it with their fingers. If they are not able to blend the word then they are not yet ready to read the book. They need more practice blending words using the letter sounds until they are confident.
- Explain unfamiliar words in the book (a vocab word is given at the back of each book and in the Teachers' Book).
- Have students read the book aloud. When students have finished reading the page then look at the picture and discuss.
- Ask the comprehension questions in the back of the book or in the Teachers' Book.
- Ask students to retell the story in their own words. If time does not permit this, ask them to do it at home with their parents.
- Reread the book, focusing on fluency.
- Model completing the Activity Sheet and send students to complete independently.
- Assign digital texts in Sunshine Online Decodable Library for home reading.

## Writing/Encoding

- Reading and writing go hand in hand. Reading is decoding the letter-sound relationship to pronounce written words (text to speech). Writing is encoding sounds heard to spell words by writing a symbol to represent the sound (speech to text).
- Along with the phoneme, model the shape of the letter that represents that sound. Have students copy it in the air. Model it again and have students copy it onto small whiteboards or paper (with help if necessary).
- Repeat until the students can write the letter on their own. Repeat for each phoneme as they are learnt.
- When enough letters are known, and students have learned how to blend the sounds of the letters, CVC and VC words can be dictated and written. (These must be words they know from the books, e.g. Dan, sat, mat, sip, at).
- Progress to dictating captions (e.g. 'at the tap') and then sentences (e.g. 'I sip at the tap.') from the set they are working on. (Use free resources - Caption Cards and Sentence Cards.)
- It is important to stick with dictated words, captions and then dictated sentences until students have completely grasped the understanding of blending words then they can start blending their own words successfully. It may seem slow in the beginning but these are the foundation blocks and once they understand the process, their writing develops quickly.
- It may take up to 10 weeks of writing dictated stories before students can write a simple recount.

## Independent work

- Worksheets
- Bingo
- Speed Reading Word Cards
- Sentence Cards
- Caption Cards
- Word Cards and Word Cards games
- Home Reading Cards
- Send Desk Cards home with students

## Year 2 – Sample Lesson Plan

### Programme support documents

Phonics Overview – details the order in which phonemes are taught (free download)

Week-by-Week Teaching Plan – guidance on pace of teaching (free download)

Scope and Sequence – details teaching points for all reading books (free download)

### Classroom Resources necessary for Year 2 teaching

Series 1, Sets 4-6 of Sunshine Phonics Decodable series print programme

Series 2, Sets 4-8 of Sunshine Phonics Decodable series print programme

Teachers' Books – containing guidance for small-group book reading lessons

Sunshine Online Decodable Library (free to NZ schools)

Sound Cards – to show grapheme-phoneme correspondences

Word Cards – for blending, reading and spelling practice  
Sounds Chart – wall poster showing phonemes and graphemes (free resource)  
Spelling Chart – wall poster showing all spellings for phonemes (free resource)  
Desk Cards (free resource)  
Elkonin Boxes (free resource)  
Tricky Words Posters (free resource)  
Activity Sheets for each book (free resource)  
Assessment Kit (free resource)

## Other useful free resources (available from [sunshine.co.nz](http://sunshine.co.nz))

Sentence Cards (Sets 1-4)  
Bingo Cards (Sets 1-5)  
Word Card games

## Before you start

- Review the Phonics Overview to understand the order in which phonemes and alternative graphemes are taught in the Sunshine Phonics programme.
- Check the Week-by-Week Teaching Plan to see what will be taught by you (and read by students) this week.
- Use the Sunshine Sounds Chart and Spelling Chart for students' reference.
- Note, before reading a book, students need to be taught the grapheme-phoneme correspondences (GPCs) they will meet in that book. For example, before reading the first books in Set 5, students must have been taught /ar/.

## Teaching a new sound

- Review previous learning. Use the Sound Cards to re-visit grapheme-phoneme correspondences already taught, with students saying the sound when you show the card.
- Explain the learning intention for this lesson. Tell students that they will be learning a new grapheme-phoneme correspondence.
- Explain that a digraph is two letters that make one sound, e.g. /ch/.
- Say the new phoneme (sound).
- Ask students to repeat the sound. Say some words that start with the same sound, e.g. chip, chicken, much, chat. Have students repeat these words after you.
- Show the appropriate Sound Card, with the focus digraph and matching illustration. Point to the digraph and say the sound. Then point to the illustration and say the word on the card. Ask students to do this with you as you point to the digraph and then the illustration and repeat this several times.
- Write the grapheme showing students where to start and verbalising the actions to complete the letter formation. Repeat, having students copy you, writing in the air. Students then practise writing the new digraph on small whiteboards or on paper.
- Once Sets 4 and 5 have been taught, students review and practice adjacent consonants (consonant clusters) with short and long vowel sounds (Series 2, Sets 6 and 7). These sounds are not new to them but provide consolidation of blending consonant clusters.

## Blending to read words

- Sound out and blend new words using new sounds (you can use the Word Cards/Word Banks for ideas).
- Use 'phoneme fingers' to identify the separate sounds in words.
- Use Elkonin boxes to identify the separate sounds in words and then blend these together.
- Use a Word Card with sound buttons under each sound. Model how to point to each sound as you say them. Then run your finger under all the letters as you blend the sounds to read the word. Encourage students to do this with you and then they can practise on their own or with a partner, using Word Cards, the Elkonin boxes or writing these words themselves.
- Decode words from previous lessons.

## Teaching a new spelling

- After reading Series 2, Sets 6 and 7, students move on to learning alternative spellings for sounds they already know.
- Explain the learning intention for this lesson. Tell students that they will be learning a new way to spell a sound they already know, e.g. that /f/ can be spelt ph.
- Say the sound, e.g. /f/, and ask students to repeat the sound. Say it several times. Say some words that start with, or include, the same phoneme spelt with the new spelling (ph), e.g. phone, photo, dolphin, graph. Have students repeat these words.
- Show the Sound Card with the new grapheme, e.g. ph, and the matching illustration (dolphin). Point to the grapheme and say the sound /f/. Then point to the illustration and say the word dolphin. Ask students to do this with you as you point to the grapheme and then the illustration and repeat this several times.
- Write the new grapheme showing students (if necessary) where to start each letter and verbalising the actions to complete the letter formation. Repeat, having students copy you, writing in the air. They then practise writing the new grapheme on small whiteboards or on paper.
- Practise sounding out and blending words that feature the focus sound/new grapheme. Use the Word Cards with buttons under each sound. Model how to point to each letter as you say the sound. Then run your finger under all the letters as you blend the sounds to read the word. Encourage students to do this with you and then they can practise on their own or with a partner, either using Word Cards or writing these words themselves.
- There are Word Banks for each set of spellings in the Teachers' Books.

## Preparing to read a book

- Once students have learned a new digraph/alternative spelling, they can read the matching books.
- Teach Tricky Words for the set. Display the Tricky Words Poster on the wall for reference.
- Students can reread books from the previous Set and earlier in the Set as they are reading books with new digraphs/alternative spellings.

## Guidance for small-group reading lessons

- Discuss the title and front cover.
- Predict what the story is about and any connections to self. Walk briefly through the pictures.

- Focus on the inside front cover. Sound out the phonemes and blend the focus words. Read the tricky words.
- Explain unfamiliar words in the book (a vocab word is given at the back of each book and in the Teachers' Book).
- Have students read the book aloud. When students have finished reading the page then look at the picture and discuss.
- Ask the comprehension questions in the back of the book or in the Teachers' Book.
- Ask students to retell the story in their own words. If time does not permit this, ask them to do it at home with their parents.
- Reread the book, focusing on fluency.
- Model completing the Activity Sheet and send students to complete independently.
- Assign digital texts in the Sunshine Online Decodable Library for home reading.

## Writing/Encoding

- Reading and writing go hand in hand. Reading is decoding the letter-sound relationship to pronounce written words (text to speech). Writing is encoding sounds heard to spell words by writing a symbol to represent the sound (speech to text).
- Students may know how to form all the letters of the alphabet now (if not, see the procedure for year 1 for teaching letter formation), and are ready to write words, captions and sentences using the sounds and letters they know how to blend.
- Start by dictating words, captions and sentences. When dictating, have students repeat the word, caption or sentence after you before writing it. Have them say the words slowly to hear the blended sounds that they need to write. Then they read words again as they write them.
- Spot checks should be carried out to check letter formation is correct. (A mini lesson can be given if needed to correct a letter formation.)
- Gradually students will gain confidence and want to make up their own lists of words or write their own sentence/s from the story using the graphemes they know.

## Independent work

- Bingo
- Sentence cards
- Word Cards and Word Cards games
- Send Desk Cards home with students

## Year 3 – Sample Lesson Plan

### Programme support documents

Phonics Overview – details the order in which phonemes are taught (free download)

Week-by-Week Teaching Plan – guidance on pace of teaching (free download)

Scope and Sequence – details teaching points for all reading books (free download)



## Classroom Resources necessary for Year 3 teaching

Series 1, Sets 6-7 of Sunshine Phonics Decodable series print programme

Series 2, Sets 9-11 of Sunshine Phonics Decodable series print programme

Reading Road (intervention texts)

Next Steps Decodables (bridging chapter books)

Teachers' Books – containing guidance for small-group book reading lessons

Sunshine Online Decodable Library (free to NZ schools)

Sound Cards – to show grapheme-phoneme correspondences

Word Cards – for blending, reading and spelling practice

Spelling Chart - wall poster showing all spellings for phonemes (free resource)

Desk Cards (free resource)

Tricky Words Posters (free resource)

Activity Sheets for each book (free resource)

Assessment Kit (free resource)

## Other useful free resources (available from [sunshine.co.nz](http://sunshine.co.nz))

Word Card games

Teacher notes and student worksheets for all Reading Road titles

Teacher notes and student worksheets for all Next Steps Decodables titles

## Before you start

- Review the Phonics Overview to understand the order in which the alternative graphemes are taught in the Sunshine Phonics programme.
- Check the Week-by-Week Teaching Plan to see what will be taught by you (and read by students) this week.
- Use the Sunshine Spelling Chart for students' reference.
- Before reading a book, students need to be taught the alternative grapheme(s) they will meet in that book.

## Teaching a new spelling

- Review previous learning. Use the Sound Cards to re-visit phonemes and alternative graphemes already taught.
- Explain the learning intention for this lesson. Tell students that they will be learning a new way to spell a sound they already know, e.g. that /ear/ can be spelt 'ere' and 'eer'.
- Say the sound, e.g. /ear/, and ask students to repeat the sound. Say it several times. Say some words that start with, or include, the same phoneme spelt with the new spelling, e.g. sheer, here, deer, sphere. Have students repeat these words.
- Show the Sound Card with the new grapheme, e.g. ere, and the matching illustration (sphere). Point to the grapheme and say the sound /ear/. Then point to the illustration and say the word sphere. Ask students to do this with you as you point to the grapheme and then the illustration and repeat this several times.
- Write the new grapheme showing students where to start each letter and verbalising the actions to complete the letter formation. Repeat, having students copy you, writing in the air. They then

practise writing the new grapheme on small whiteboards or on paper.

- Practise sounding out and blending words that feature the focus sound/new grapheme. Use the Word Cards with buttons under each sound. Model how to point to each sound as you say it. Then run your finger under all the sounds as you blend them to read the word. Encourage students to do this with you and then they can practise on their own or with a partner, using Word Cards or writing these words themselves.
- There are Word Banks for each set of spellings in the Teachers' Books which may be helpful.
- Decode words from previous lessons.

## Preparing to read a book

- Once students have learned an alternative spelling, they can read the matching books.
- Teach Tricky Words for the set. Display the Tricky Words Poster on the wall for reference.
- Students can reread books from the previous Set and earlier in the Set as they are reading books with new spellings.

## Guidance for small-group reading lessons

- Discuss the title and front cover.
- Predict what the story is about and any connections to self. Walk briefly through the pictures.
- Focus on the inside front cover. Read (or blend) the words and read the tricky words.
- Explain unfamiliar words in the book (a vocab word is given at the back of each book and in the Teachers' Book).
- Have students read the book aloud. When students have finished reading the page then look at the picture and discuss.
- Ask the comprehension questions in the back of the book or in the Teachers' Book.
- Ask students to retell the story in their own words. If time does not permit this, ask them to do it at home with their parents.
- Reread the book, focusing on fluency.
- Model completing the Activity Sheet and send students to complete independently.
- Assign digital texts in the Sunshine Online Decodable Library for home reading.
- When students have completed the core Sunshine Phonics programme, confident readers who have learnt the alphabetic code successfully can read Next Steps Decodables chapter books to help them gain confidence in reading longer texts. Students that need more practice, review and consolidation can read books in the Reading Road series (Reading Road 1 books only require knowledge up to Set 5 of the core programme to be able to be read).

## Writing/Encoding

- Students will know how to form all the letters of the alphabet, and will be learning to write the alternative spellings for the sounds they already know.
- Dictation is a good way to introduce writing the new alternative graphemes, starting with words, then captions and sentences from the stories containing the focus alternative spelling.
- Once students can write a few dictated sentences at a time, they will be working towards writing recounts and original stories using the sounds/graphemes they know.

- Students can begin to write in other genres (e.g. advert, persuasive, report, email) etc as time progresses. Next Steps Decodables chapter books contain a variety of genres for reference.

## **Independent work**

- Word Cards and Word Cards games
- Send Desk Cards home with students
- Reading Road student worksheets
- Next Steps Decodables student worksheets