



# Teacher Planner

## Systematic Synthetic Phonics (SSP)

Spelling:

Phase 5.5

Phase 6



- Systematic Synthetic Phonics Program
- Complete Letters & Sounds Progression
- Daily Lesson Plans



Phase 1 Letters & Sounds introduces phonemic awareness formed in the front of the left brain (the area in charge of speech recognition). By practising the operations of phonemic awareness (oral matching, blending and segmenting), students develop an awareness that spoken words can be broken up into single sounds, and that these sounds can be blended together to make words. To do this, teachers use activities such as nursery rhymes, songs and alliteration.

At the next stage of reading development, the learning of different letters happens towards the back of the left brain in an area often referred to as the letterbox. During Phases 2 - 3 students are introduced to the different letter patterns of the alphabet, and the letterbox which is part of the brain's visual system can recognise these in an instant (graphemic awareness).

The process of reading involves two distinct circuits that project information from the back of the brain (letterbox) to the front of the brain (speech output) and our reward for reading correctly is access to meaning, occurring in the middle part of the left brain.

The dorsal (or upper) circuit plays an important role in mapping individual letters onto their corresponding sounds. These are blended together (in the front of the brain) to successfully sound out a word and to access its whole pronunciation. Phases 2 - 3 focuses on strengthening this circuit through systematic instruction where letter sounds are introduced daily, building this circuit's capacity over time. Phases 2 - 5 also introduce common exception words (alternatively termed tricky words or irregular words) which must be learned by sight and are accessed along the ventral (or lower) circuit. Reading activities using single words or more complex text involves both ventral and dorsal circuits working together.

Phase 5.5 introduces the alternative spellings for different sounds (phonemes). For example, the /ai/ sound can be spelt **ai**, **a**, **a-e**, **ay**. As students try to spell a word, the dorsal circuit works in reverse, moving from speech output to the letterbox. By having representations of the alternative spellings, children can use this circuit to encode (map from sound to letter) new words.

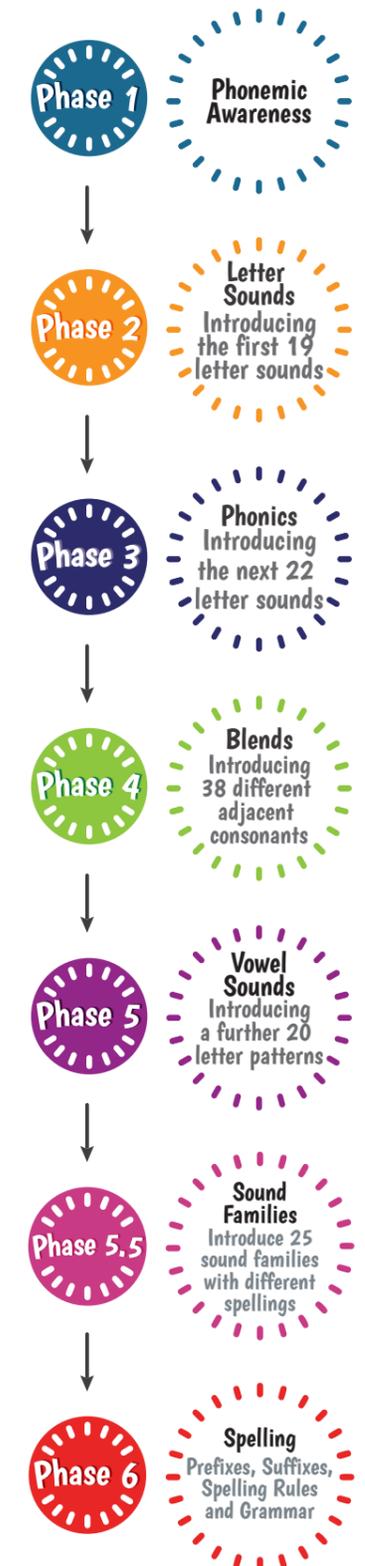
Fluency by Phase 6 places more emphasis on the ventral circuit, as most words are now read by flash, although the dorsal circuit still provides a complete sounding-out mechanism for when children come across an unfamiliar word.

### Junior Learning Letters & Sounds

Junior Learning Letters & Sounds is a phonics-based reading program designed to teach the letter patterns of the English language, with the aim of helping children become fluent readers by the age of seven. The program follows a systematic progression, where children are introduced to letters in a specific order (s, a, t, p, i, n, m...) and are encouraged to build words and play with these sounds.

Junior Learning Letters & Sounds accepts that there are a number of common exception words (tricky words) in the English language and many of these words are high frequency and appear in early reading. As such, these highly-frequent exception words have been incorporated into the Scope and Sequence, so that children can become familiar with these 'oddball' words within the progression. Here children are encouraged to decode (sound out) the regular parts of a common exception word, but must learn by rote the correct pronunciation based on the whole word form.

The key to Junior Learning Letters & Sounds progression is the 6-part phase progression on which it is built. Overall, the detailed phase by phase program can be introduced in terms of the development of phonemic awareness, built upon with the introduction of letter sounds, and move onto more complex spelling patterns and rules in the second and third years of school. Junior Learning Letters & Sounds teaches suffixes at Phase 6 and naturally follows on to punctuation and grammar instruction.



Junior Learning Letters & Sounds is fully compatible with the wider, language-rich curriculum. It helps practitioners and teachers adapt their teaching to a range of children's development abilities, common in most settings and primary classes. The aim is to make sure that all children progress at a pace that benefits their enlarging capabilities.

Teachers will need to make principled decisions based on reliable assessments of children's learning to inform planning for progression within and across the phases. Junior Learning Letters & Sounds enables children to see the relationships between reading and spelling from an early age, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. However, children generally secure accurate word reading before they secure comparable accuracy in spelling. It follows that the teaching and learning of spelling will need to continue beyond Phase 6.

### How the Teacher Planner Works

The Year 2 (AU) / Year 3 (NZ) Teacher Planner provides daily lesson plans based on the progression of Junior Learning Letters & Sounds. The planner begins with the introduction of the /o/ sound when 'α' follows 'w' or 'qu'. The remainder of the term is used for revising alternative graphemes. The rest of the school terms cover the most common prefixes and suffixes in detail. Typically, a week is dedicated to each affix, providing lots of opportunities for learning the various spelling and grammar rules and how to apply these in reading and writing. Terms 3 and 4 include common homophones as well as contractions, dictionary work and proof reading. Finally, Term 4 provides revision lessons for revisiting the topics taught in Phase 6.

Alongside the progression are Common Exception Words (or tricky words). These include the Common Exception Words for Phase 5.5 but also some new Common Exception Words for Phase 6. New Common Exception Words include those containing an apostrophe. Friday lessons are typically dedicated to reviewing Common Exception Words. Children are empowered to phonemically analyse new words from their grapheme-to-phoneme knowledge and to identify irregular elements with ease.

A large range of decodable readers are included for Phase 6 that cover alternative graphemes, suffixes and books written to develop fluency. In some cases, earlier readers (from previously taught phases) can be used for those children who need extra practise. Formative and Summative Assessments are also included in the Teacher Planner for progress tracking.

Overall, Junior Learning Letters & Sounds (as presented in the Teacher Planner) provides a powerful systematic program which meets all the requirements of the curriculum. It gives children the best opportunities for progressing to reading fluency, spelling proficiency and a love of literacy.



Syllable Flips

JL456

# Letters & Sounds Progression

TERM	PHASE	TERM WEEK	PHASE WEEK	LETTER PROGRESSION	HFWS (DECODABLE)	CEWs
Term 1	6	1		Alternative sound /o/ wa & qua		what was want
	5.5	2		/ai/ /ee/ /igh/ /oa/ /oo/		Revision of Phase 5 & 5.5 CEWs
	5.5	3		/y-oo/ /r/ /n/ /m/ /ch/		Revision of Phase 5 & 5.5 CEWs
	5.5	4		/k/ /sh/ /j/ /v/ /u/		Revision of Phase 5 & 5.5 CEWs
	5.5	5		/e/ /i/ /s/ /zh/ /z/		Revision of Phase 5 & 5.5 CEWs
	5.5	6		/ar/ /or/ /ur/ /air/ /ear/		Revision of Phase 5 & 5.5 CEWs
	6	7	1	prefix un-		beautiful any bath after
	6	8	2	prefix dis-		because behind both busy break
	6	9	3	prefix mis-		child climb Christmas class
Term 2	6	1	4	suffixes -s and -es		could door clothes cold even
	6	2	5	suffix -ies		eye fast every everybody father
	6	3	6	suffix -ing		floor find gold grass great
	6	4	7	suffix -ed		hour kind half hold improve
	6	5	8	suffix -er		mind most money many last
	6	6	9	suffix -est		old Mr Mrs move only
	6	7	10	suffix -y		people path parents pass past
	6	8	11	suffix -ly		should prove pretty poor plant
	6	9	12	suffix -ness		sure sugar water steak told
Term 3	6	1	13	suffix -ment		would wild who whole
	6	2	14	suffix -ful		Revision of Phase 6 CEWs
	6	3	15	suffix -less		Revision of Phase 6 CEWs
	6	4	16	suffix -en		Revision of Phase 6 CEWs
	6	5	17	words ending with 'le' 'el' 'al' 'il'		Revision of Phase 6 CEWs
	6	6	18	homophones there their they're		Revision of Phase 6 CEWs
	6	7	19	homophones where wear we're & were		Revision of Phase 6 CEWs

TERM	PHASE	TERM WEEK	PHASE WEEK	LETTER PROGRESSION	HFWS (DECODABLE)	CEWs
Term 3	6	8	20	homophones your you're / here hear / to too two & quite quiet quit		Revision of Phase 6 CEWs
	6	9	21	homophones week weak / meet meat / see sea / by buy bye		Revision of Phase 6 CEWs
Term 4	6	1	22	homophones one won / bare bear / sun son / blue blew		Revision of Phase 6 CEWs
	6	2	23	Contractions	it's	don't I'm
	6	3	24	Dictionary work and proof reading		Revision of Phase 6 CEWs
	6	4		Revision - Parts of speech & prefixes		Revision of Phase 5, 5.5 & 6 CEWs
	6	5		Revision - Past tense & suffixes		Revision of Phase 5, 5.5 & 6 CEWs
	6	6		Revision - Suffixes & contractions		Revision of Phase 5, 5.5 & 6 CEWs
	6	7		Revision - Suffixes		Revision of Phase 5, 5.5 & 6 CEWs
	6	8		Revision - Suffixes		Revision of Phase 5, 5.5 & 6 CEWs
	6	9		Revision - Dictionary, spelling and proof reading skills		Revision of Phase 5, 5.5 & 6 CEWs

Weekly lessons are presented on the left-hand side of the page with the week starting with Monday on the right-hand side. The focus of the week is displayed on the top-left header.

The lesson plan begins with a schema of the progression so teachers can see what topics will be covered across the week (filled in black), as well as which topics are coming up (text in light grey) and which have already been taught (text in black).

Objectives summarise the criteria for success. These include the specific focus of the topic to be learnt across the week.

Resources lists the materials used for daily teaching.

Terminology provides a glossary of terms used during the week's instruction. The meanings of these specific terms are useful for introducing to children so they can understand the technical language being used.

Daily lessons are laid out on a single page per day. Teacher notes for the lesson are presented down the side of the page. On the top header, the topic focus is presented with the week number and day, as well as the lesson number.

The learning objective is presented first and this can be shared with the children. When children understand the objective of the lesson, it can become more engaging and purposeful for them.

The 'Teach' section is for approximately 10 minutes and involves explicit teaching of the topic focus. Detailed notes are provided on what and how to teach key learnings.

The 'Practise' section involves a teacher-led activity where children engage with the learning through a multi-sensory activity. 10 minutes is allocated to practise, which is designed to reinforce learning.

The 'Apply' section is similar to the 'Practise' section, but for 5 minutes. It may involve another application of the practise section, through a different activity. Alternatively, it may focus on another aspect of learning such as Common Exception Words.

The diagram illustrates the structure of the lesson plans. On the left is the **Weekly Lesson Plan** (page 114), which features a **Progression** table with a grid of topics. The current week's focus is 'Prefix mis-', which is highlighted in black. Other topics in the grid are in light grey, indicating they are upcoming. The plan also includes sections for **Objectives**, **Resources**, and **Terminology**. On the right is the **Daily Lesson Plan** (page 115), which details the **Lesson Focus** for 'mis- prefix (verb)'. It includes sections for **Objective**, **Revise**, **Teach 10mins**, **Practise 10mins**, **Apply 5mins**, and a **Wordbank**. Labels with arrows point to various elements: 'Weekly progression' points to the progression table; 'Lesson Focus' points to the daily lesson title; 'Current week' points to the week header; 'Phase colour coded' points to the red header bar; 'Current Lesson' points to the lesson title; and 'Weekly Progression' points to the lesson number and day.

The following online resources have been designed to support the Junior Learning Letters & Sounds program. It supports the use of ICT within the delivery of phonics lessons and allows teachers to model grapheme-to-phoneme conversion (GPC) skills for blending to read and segmenting to spell.

**Junior Learning - [www.juniorlearning.com.au](http://www.juniorlearning.com.au)**

Junior Learning provides power point slides for teaching daily lessons on an interactive whiteboard. Phases covered include 2 - 5. Resources match activity cards presented in this Teacher Planner.



**Wushka - [www.wushka.com.au](http://www.wushka.com.au)**

Wushka offers the complete series of decodable readers (from Beanstalk Books/ Junior Learning as used in this Teacher Planner) in a digital format. Teachers can set up classrooms and monitor individual student progress.



**Remote Learning**

Teaching content remotely using technology can be effective. The introduction of new topics can be taught explicitly across cloud-based video communications. Here, teachers can model blending and segmenting of letter sounds and call on children to demonstrate this back. Encourage children to record their learning in different ways, including writing, video and audio. Convey to caregivers how they can model segmenting or sounding out phonemes in words. If remote learning activities are too easy or hard, encourage caregivers to adopt these to the ability level of their child. Also encourage caregivers to play and talk as they teach their children. Activities presented in the daily lessons practise and apply sections can also be successfully played using cloud-based video communications.

A key consideration is if all families have access to ICT. A further consideration is the management of screen time in the class for young children and whether printed resources can be exchanged easily. Parents and carers may feel overwhelmed and uncertain whether all work is required to be completed, and so quality over quantity is important to prioritise when preparing lessons. Parents and carers also need to understand that much of phonics learning is play based.

Year	Phase	Topic	Planner
Preschool	Phase 1	Phonemic Awareness	 JL700
First Year	Phase 2	Letter Sounds	 JL707
	Phase 3	Phonics	
	Phase 4	Blends	
Second Year	Phase 5	Vowel Sounds	 JL708
	Phase 5.5	Sound Families	
	Phase 6	Suffixes	
Third Year	Phase 6	Spelling	 JL709

All Junior Learning products use a colour-coded system for different letter sounds, to aid in the process of decoding or 'breaking apart' words in order to pronounce them. This code is used across the entire literacy-based range to ensure consistency and multi-sensory support for children.

### Colour Code Key

<b>a</b> short vowel	<b>d</b> consonants	<b>sh</b> consonant digraph	<b>ai</b> long vowel
<b>oo</b> multi-sound grapheme	<b>ar</b> r-controlled vowel digraph	<b>a-e</b> split digraph	<b>you</b> exception spelling
<b>pin</b> dot grapheme	<b>fur</b> line digraph or trigraph	<b>cake</b> overhanging line split digraph	<b>/or/</b> speech bubble phoneme pronunciation
<b>tiptoe</b> grey dash syllable break	<b>TRICKY</b> tricky symbol tricky part of word	<b>lamb</b> grey letter silent letter	..... dashed line separate grapheme _____ solid line separate syllable phoneme frame



## Decoding and Encoding Mnemonic

The following mnemonics are used to support the understanding and visualisation of the processes of decoding and encoding.

### Decoding



**look**  
for the key graphemes



**chop**  
the word by sounding each phoneme



**blend**  
the phonemes to read the word

### Encoding



**listen**  
to the phonemes

a b c d e f g  
 h i j k l m n o p  
 q r s t u v  
 w x y z

**change**  
phoneme to grapheme



**cat**

**build**  
a word

In Phase 6, reading for the great majority of children should become automatic. However, proficiency with spelling usually lags behind proficiency with reading. This is because spelling requires recalling and composing the word from memory without seeing it. Reading and spelling become less easily reversible as children start working with words containing sounds (particularly vowel sounds) which can be spelled in more than one way. Phase 6 is a good time to focus more sharply on word-specific spellings and broad guidelines for making choices between spelling alternatives.

**By the beginning of Phase 6**, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar.
- Decoding them quickly and silently because their sounding and blending routine is now well established.
- Decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling falls behind reading, as it is harder. Children should also be familiar with the various parts of speech before learning suffixes, as they need to understand the effect of adding a suffix to a word and how the word changes meaning (Parts of speech are defined in the Glossary on page 304).

**During this phase**, children become fluent readers and increasingly accurate spellers. They should also continue to learn spelling conventions for adding affixes to words. Most children will have taken words with suffixes in their stride in reading, but for spelling purposes they now need more systematic teaching both of the suffixes themselves and of how the spelling of root words may change when suffixes are added.

## Letter Progression

### Phase 6 – Affixes

un-	dis-	mis-	-s/es	-ies	-ing	-ed	-er
-est	-y	-ly	-ness	-ment	-ful	-less	-en
-le, -el, -al, -il		homophones	contractions	dictionary work and proof reading			

Week	Lesson	Progression	CEWs
1	1 - 5	prefix un-	beautiful any bath after
2	6 - 10	prefix dis-	because behind both busy break
3	11 - 15	prefix mis-	child climb Christmas class
4	16 - 20	suffixes -s and -es	could door clothes cold even
5	21 - 25	suffix -ies	eye fast every everybody father
6	26 - 30	suffix -ing	floor find gold grass great
7	31 - 35	suffix -ed	hour kind half hold improve
8	36 - 40	suffix -er	mind most money many last
9	41 - 45	suffix -est	old Mr Mrs move only
10	46 - 50	suffix -y	people path parents pass past
11	51 - 55	suffix -ly	should prove pretty poor plant
12	56 - 60	suffix -ness	sure sugar water steak told
13	61 - 65	suffix -ment	would wild who whole
14	66 - 70	suffix -ful	Revision of Phase 6 CEWs
15	71 - 75	suffix -less	Revision of Phase 6 CEWs
16	76 - 80	suffix -en	Revision of Phase 6 CEWs
17	81 - 85	words ending with 'le' 'el' 'al' 'il'	Revision of Phase 6 CEWs
18	86 - 90	homophones; there their they're	Revision of Phase 6 CEWs
19	91 - 95	homophones; where wear were & we're	Revision of Phase 6 CEWs
20	96 - 100	homophones; your you're / here hear / to too two / quite quiet quit	Revision of Phase 6 CEWs
21	101 - 105	homophones; week weak / meet meat / see sea / by buy bye	Revision of Phase 6 CEWs
22	106 - 110	homophones; one won / bare bear / sun son / blue blew	Revision of Phase 6 CEWs
23	111 - 115	Contractions	don't I'm
24	116 - 120	Dictionary work and proof reading	Revision of Phase 6 CEWs

Note: Phase 6 Common Exception Words are presented on page 296 as photocopyable resources.

JL385 - Set 1 Fiction



Books 1 - 12

Fiction

BB140 - Hi-Lo Decodables



Books 1 - 12

Fiction

BB110 - Set 2 Fiction



Books 1 - 12

BB104 - Science Decodables



Books 1 - 12

Non-Fiction

JL391 - Set 1 Non-Fiction



Books 1 - 12

Non-Fiction

BB145 - Fix Its - Fiction



Books 1 - 12

Fiction

BB116 - Set 2 Non-Fiction



Books 1 - 12

BB149 - Fix Its - Non-Fiction



Books 1 - 12

Non-Fiction

## Reading

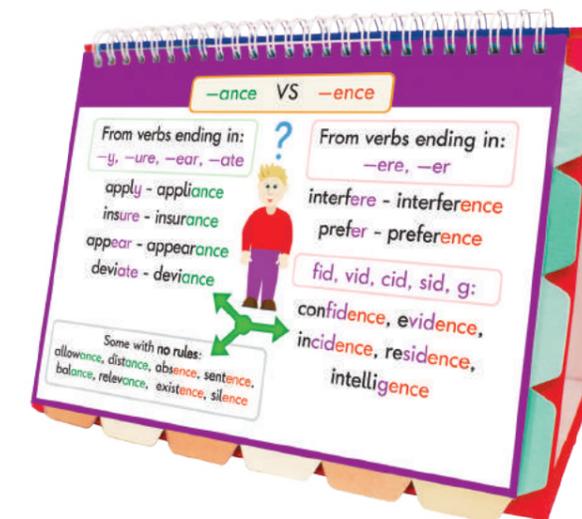
At Phase 6 many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning-to-read to reading-to-learn takes place and children read for information and pleasure. Many children will be able to read texts of several hundred words fluently at their first attempt. Those children who are less fluent may benefit from reading shorter text several times, not in order to memorise the text, but to become familiar with at least some of the words that cause them to stumble, and begin to experience what fluent reading is like. As children find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective. Children should be encouraged to read aloud as well as silently for themselves.

Children must understand why they read in order to become successful readers. Comprehension strategies can help children reflect on their own understanding and learning. Children can be taught to go beyond literal interpretation and recall, and to explore the greater complexities of texts through inference and deduction. Children should be encouraged to activate prior knowledge, clarify meaning, generate questions, construct mental images and to summarise. Children are encouraged to read with phrasing and fluency, as well as considering punctuation to aid meaning. Much of reading at Phase 6 will be silent and students will gain reading stamina as they attempt longer texts.

## Spelling

By Phase 6 children will have learned how to spell a number of Common Exception Words. Many of these will be highly frequent and be common in children's writing. Children will continue to segment words into phonemes to spell them, but they will also learn that good spelling involves not only doing this but also representing all the graphemes that are plausibly possible and choosing the right one. In some cases word specific spelling (e.g. *see / sea*) simply have to be learned.

The position of a phoneme in a word will often rule out certain graphemes for that phoneme. These specific rules are presented in the SPAG Pop Up with visual mnemonics to support teaching. Explicit teaching of these spelling rules, along with the use of contractions and rules for adding suffixes will support spelling development.



SPAG Pop Up  
JL268

## Writing

Children's growing understanding of why words are spelt in a particular way is valuable when applied in their independent writing. Children will be able to spell an ever-increasing number of words accurately and be able to check and correct their own work.

This process is supported through:

- **Shared writing:** The teacher demonstrates how to apply spelling strategies while writing and teaches proof reading skills.
- **Guided and independent writing:** The children apply what they have been taught. This is the opportunity to think about the whole writing process – composition as well as spelling, handwriting and punctuation.
- **Marking the child's work:** The teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for future improvement.
- **Teaching and practising handwriting:** Learning and practising a fluent joined style will support children's spelling development.

### Spelling Logs

Children can each have a spelling log to record the particular spellings they need to focus on. Here, children can enter specific words that they need to continue to work on. Children should have around five words at a time in their spelling logs and these should be reviewed weekly. Spelling log words could be Common Exception Words or words exemplifying a particular pattern or convention. Words are put into children's logs with tips on how to remember the spelling (such as mnemonics). Spelling from children's independent writing can also be included in the spelling log. These are independent to each child and can include words that may frequently trip them up when writing. These words can be identified during the proof reading process. Children can be involved in devising strategies for learning the spellings as well as monitoring correct use in their subsequent work. Children can look for evidence of correct spelling patterns in their writing and remove the word from the list once it has been used five times in a row.

### Proofreading

Children need to be taught how to proof read their work as part of the writing process. Editing for spelling should take place after the writer is satisfied with all other elements of the writing. Teachers can model the proof reading process during shared writing.

Children can also be taught how to use a dictionary to check their spellings. By Phase 6, the repeated singing of the Alphabet Song will have familiarised them with alphabetical order. Their first dictionary experience should be with words starting with different letters, but once they are competent at this, they should learn how to look at second and subsequent letters when necessary (for example words starting with 'und-' come before words starting with 'unf-'). Knowledge gained in Phase 5.5 will be helpful with dictionary use. Children are reminded to consider the alternative possible spellings of a particular phoneme when looking up a word. When using spell checkers, children need to be taught not to just accept suggestions, but to sound them out and carefully double-check whether the pronunciation matches the word they are trying to spell.

### Handwriting

Developing a fluent, joined style of handwriting is an important part of learning to spell. The teaching of spelling and handwriting can be closely linked. As children are taught the basic joins they can practise joining each digraph as one unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching (e.g. joining **w-a** to support work on the 'w-special' covered in the Revision section). Common Exception Words can also be demonstrated and practised as joined units (**the was said**).



Progression

un-	dis-	mis-	-s/es	-ies	-ing	-ed	-er
-est	-y	-ly	-ness	-ment	-ful	-less	-en
-le, -el, -al, -il	homophones	contractions		dictionary work and proof reading			

Learn how to add un- prefix to root words.

Read and write sentences using sounds from Phases 2 to 5.

**Learn Memory Strategies for Spelling**

**Syllables** – listen to how many syllables are in a word and break it down into smaller pieces.

E.g. **September** – break the word into **Sep / tem / ber** instead of decoding individual graphemes as S-e-p-t-e-m-b-er.

**Root Words** – find the root of the word first.

E.g. **help** - the root, **helping** - root word with suffix added.

**Analogy** – are words that help to remember other similar words.

E.g. **would, should, could.**

**Mnemonics** – create a sentence to help with remembering the correct spelling of a word.

E.g. **People** - **p**eople **e**at **o**range **p**eel **l**ike **e**lephants.

Objectives

Resources

Suffix Cards

Common Exception Word Cards

Decodable Readers

Magnetic Letters and Whiteboards

Terminology

**Prefix** – an affix placed before the root word to create a new word.

**Verb** – a word used to describe an action.

**Adjective** – a word naming an attribute to a noun, used to describe things. For example; **blue cold late.**

Objective

Learn and practise un- prefix.

Revise

Recall all GPCs learned so far using flashcards.

 Teach 10mins

- Teach prefix **un-** meaning ‘not’, for example ‘**unhappy**’ meaning not happy.  
Share the following words as examples and ask the children what they have in common; **unhappy unkind unwell.**  
They are all adjectives with the prefix **un-** added to them, and so the meaning is reversed / opposite.
- **Decoding** – Explain using mnemonic on page 31.
- Present the whole words on the IWB or flashcards **unhappy unfair** to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 31.
- Make a phoneme frame on paper or a whiteboard / IWB to show the children how to build the word from normal to opposite using **un-** prefix.
- Build the word **unwell** with letters. Model writing the word.

 Practise 10mins

**Blending for Reading - Read a Sentence**

Teacher writes a sentence on the board.

Children have to read in their head, not aloud, then teacher asks for children to support them in reading as they point to each word in the sentence.

**The children are unhappy because it is raining.**

 Apply 5mins

**Segmenting for Spelling**

Teacher shares words using prefix **un-** learnt this lesson, and children try to spell the words.

**unhappy unfair unwell unlucky unkind**

Wordbank

**untidy unhappy unbalanced unbelievable unlucky unkind unacceptable unfair uncomfortable uncommon unfit**

**Objective**

Learn and practise un- prefix.

**Revise**

Recall all GPCs learned so far using flashcards.

- Revise prefix un- meaning ‘not’ or the reverse, for example ‘unzip’ meaning the reverse of the verb zip.  
Share the following words as examples and ask the children what they have in common; uncover undo unfold.  
They are all verbs with the prefix un- added to them, and so the meaning is reversed / opposite.
- **Decoding** – Explain using mnemonic on page 31.
- Present the whole words on the IWB or flashcards untie uncover to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 31.
- Make a phoneme frame on paper or a whiteboard / IWB to show the children how to build the word from normal to opposite using un- prefix.
- Build the word unfold with letters. Model writing the word.

**Blending for Reading - Countdown**

Teacher has a list on whiteboard or IWB and reveals one word at a time. Children must be seen to be segmenting word and then blending to read before revealing the next word in the list. Can use a timer for fun to complete list before timer runs out!  
uncover unzip unfold uneven

**Segmenting for Spelling - Write a Sentence**

Children create their own sentence using words containing un- prefix (optional to put selection of words on whiteboard or IWB to help them start sentences). Children write the sentence either on whiteboards or paper. Teacher and TAs must ensure the application of correct spelling, Common Exception Words and sentence structure.

E.g. Fred often needs help to unzip his coat.

It is hard to skate in the park because the ground is uneven.

**Wordbank**

unwrap uneven uncover unclog unchain undo unhinge unlock unmask unload unseen

 **Teach 10mins**

 **Practise 10mins**

 **Apply 5mins**

**Objective**

Learn and practise un- prefix.

**Revise**

Recall all GPCs learned so far using flashcards.

- Revise prefix un- meaning ‘not’ or the reverse, for example ‘unpack’ meaning the reverse of the verb pack.
- **Decoding** – Explain using mnemonic on page 31.
- Present the whole words on the IWB or flashcards unpack unusual to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 31.
- Make a phoneme frame on paper or a whiteboard / IWB to show the children how to build the word from normal to opposite using un- prefix.
- Build the word unsafe with letters. Model writing the word.

 **Teach 10mins**

 **Practise 10mins**

 **Apply 5mins**

**Blending for Reading - Sentence Substitution**

Display these sentences on the whiteboard or IWB with missing words and ask the children to find the appropriate word to add from the wordbank (optional to display images for visual aid).

It is \_\_\_\_\_ to throw stones.

It is \_\_\_\_\_ to cross the road without looking for cars.

You must \_\_\_\_\_ your shoelaces before taking off your shoes.

unkind untie unsafe

**Segmenting for Spelling**

Teacher displays a word on whiteboard or IWB. Children change the root word to mean ‘not’ or the reverse by using un- prefix and spell it out either aloud or written down.

zip - unzip

lucky - unlucky

clear - unclear

Discuss how adding un- prefix changes the meaning of the word.

**Wordbank**

unreal unwise undress unusual unplug unworthy unveil unwind unclear unripe

**Objective**

Learn and practise un- prefix.

**Revise**

Recall all GPCs learned so far using flashcards.

Recall Phase 5 Common Exception Words today house mouse hour because Mr Mrs Ms where should could would move use want.

- Revise prefix un- meaning 'not', for example 'unsafe' meaning not safe.
- **Decoding** – Explain using mnemonic on page 31.
- Present the whole words on the IWB or flashcards untie unlace to read. Model pressing the sound buttons to make the phoneme and model merging phonemes together to blend the words (option to have a different coloured sound button for under the vowel).
- **Encoding** – Explain using mnemonic on page 31.
- Make a phoneme frame on paper or a whiteboard / IWB to show the children how to build the word from normal to opposite using un- prefix.
- Build the word untie with letters. Model writing the word.

**Blending for Reading - Hands up, Pair up**

Children are all given a card with a word containing un- prefix. Children walk around to clapping or music, then stop and hands up, pair up. Children read each others cards then trade and the process repeats itself a few times. Teacher and TAs must try and hear children reading and correct misconceptions or errors.

unkind untie unsafe unzip unlucky unclear unhappy unfair uncover unfold uneven

**Segmenting for Spelling - Write a Sentence**

Children create their own sentence using words containing un- prefix (optional to put selection of adjectives or verbs on whiteboard or IWB to help them start sentences). Children write the sentence either on whiteboards or paper. Teacher and TAs must ensure the application of correct spelling, Common Exception Words and sentence structure.

E.g. It is unlucky if you miss the bus.

Josh is feeling unwell today.

**Wordbank**

unequal untie unzip uncontrollable unfamiliar unblock unhygienic uncertain unpick unfunny

Teach 10mins

Practise 10mins

Apply 5mins

**Objective**

Revise un- prefix.

**Revise**

Recall all GPCs learned so far using flashcards.

Teach 10mins

Revise reading and spelling Phase 5 Common Exception Words (tricky words) today house mouse hour because Mr Mrs Ms where should could would move use want.

Revise reading and spelling Phase 5.5 Common Exception Words (tricky words) beautiful any bath after.

**Blending for Reading - Independent reading**

Children are given any Fiction or Non-Fiction decodable reader from Phase 6.

**Suggested Titles**

Set 1 Non-Fiction (JL391)

Set 2 Non-Fiction (BB116)

Set 1 Fiction (JL385)

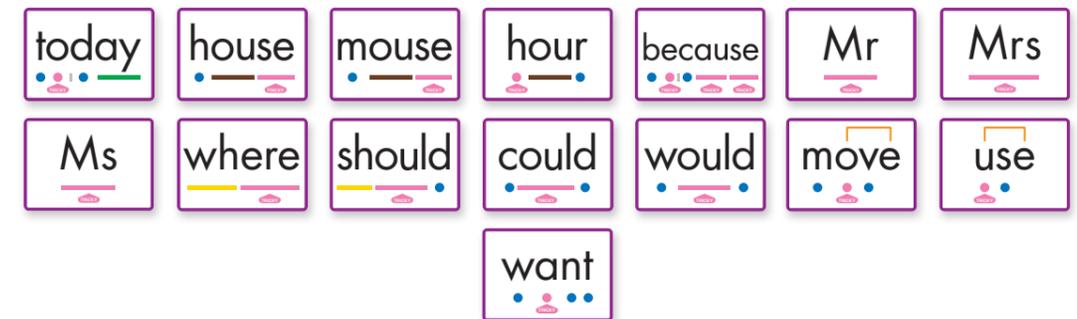
Set 2 Fiction (BB110)

Practise 10mins

**Segmenting for Spelling**

Practise segmenting Phase 5 Common Exception Words (tricky words) today house mouse hour because Mr Mrs Ms where should could would move use want.

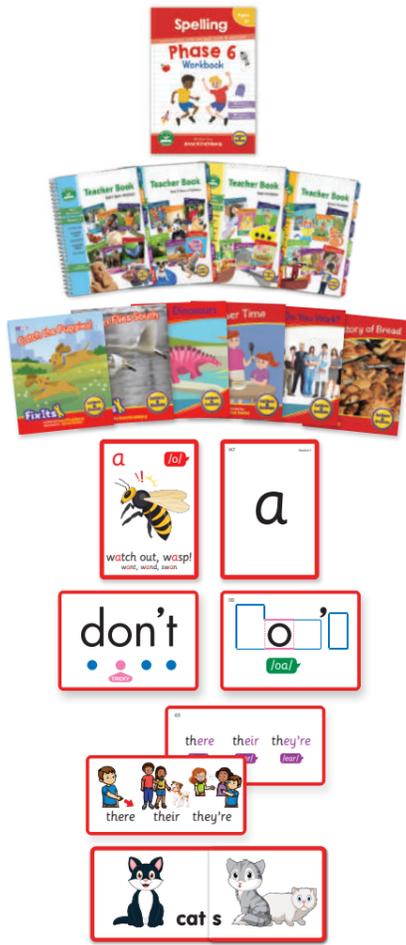
Apply 5mins



Common Exception Word Cards  
JL687 - Phase 5



Common Exception Word Cards  
JL687 - Phase 5.5



<b>Workbook</b>	BB123	Phase 6
<b>Teachers Books</b>	BB130, BB131, BB132, BB133	6/6
<b>Decodable Readers</b> (See page 94)	BB145, BB149, JL385, BB110, JL391, BB116, BB104, BB140	96 Titles
<b>Grapheme to Phoneme Cards</b>	JL686	Cards 147 - 153
<b>Common Exception Word Cards</b>	JL687	Cards 110 - 111
<b>Homophone Cards</b>	JL693	Cards 65 - 69
<b>Suffix Cards</b>	JL694	Cards 1 - 27

**Decodable Readers (Phase 6)**

BB149 - Fix Its - Non-Fiction



Books 1 - 12

BB145 - Fix Its - Fiction



Books 1 - 12

**Hi-Lo Decodables (Phase 6)**

*Fiction*



**Science Decodables (Phase 6)**

*Non-Fiction*



**Blending assessment (with Phase 5.5 graphemes):** be able to blend to read

Practice b-a-c-o-n f-ie-l-d

Word to be sounded out by adult	Tick if correct	Record what is said if incorrect
c-ou-p-o-n		
ch-ie-f		
h-o-t-e-l		
c-u-p-i-d		
e-v-i-l		
f-u-nn-y		

**Segmenting assessment:** be able to segment to spell with correct grapheme

Practice kind family

Word to be spoken by adult	Tick if correct	Record what is said if incorrect
cold		
unicorn		
lamb		
wrap		
knee		

**Phase 5 – Common Exception Words – Reading**

	Date Achieved	Date Achieved	Date Achieved
today			
house			
mouse			
hour			
because			
Mr			
Mrs			
Ms			
where			
should			
could			
would			
move			
use			
want			

Phase 5.5 - Common Exception Words - Reading			
	Date Achieved	Date Achieved	Date Achieved
people			
wild			
child			
mind			
kind			
behind			
eye			
oh			
most			
only			
both			
though			
through			
who			
prove			
shoe			
beautiful			
climb			
Christmas			
school			
sugar			
love			
money			
any			
many			
friend			
very			
busy			
pretty			
once			

Phase 5.5 - Common Exception Words - Reading			
	Date Achieved	Date Achieved	Date Achieved
please			
asked			
bath			
path			
fast			
class			
after			
half			
laughed			
called			
water			
your			
door			
poor			
floor			
before			
work			
worked			
their			
parents			

Week	Phase 6 Affix	Base Word	Base Word and Affix Assessment; To be able to add correct suffix
Week 1 – 12	un- Prefix	Verb tie, do, load	Reverse meaning untie, undo, unload
		Adjective happy, safe, kind	Turn into opposite unhappy, unsafe, unkind
	dis- Prefix	Verb prove, obey, trust	Reverse meaning disprove, disobey, distrust
		Adjective honest, loyal	Turn into opposite dishonest, disloyal
	mis- Prefix	Verb spell, hear, manage	Meaning wrong or false misspell, mishear, mismanage
	-s / -es / -ies Suffix	Singular noun dress, pot, leaf, fly	Plural dresses, pots, leaves, flies
		Verb (as in I) eat, drink, push, carry	Verb (as in he, she, it) eats, drinks, pushes, carries
	-ing Suffix	Simple present tense hope, hop, cry	Present-continuous tense hoping, hopping, crying
	-ed Suffix	Simple present tense want, live, shred	Simple past tense (regular verbs) wanted, lived, shredded
	-er Suffix	Adjective big, hairy, cold	Comparative adjective bigger, hairier, colder
		Verb run, read, listen	Noun runner, reader, listener
	-est Suffix	Adjective big, hairy, cold	Superlative adjective biggest, hairiest, coldest
	-y Suffix	Noun hair, bone, fog	Adjective hairy, bony, foggy
	-ly Suffix	Adjective kind, loud, sudden	Adverb kindly, loudly, suddenly
Noun week, month, hour		Adverb weekly, monthly, hourly	
-ness Suffix	Adjective happy, kind, cold	Noun happiness, kindness, coldness	

Week	Phase 6 Affix	Base Word	Base Word and Affix Assessment; To be able to add correct suffix
Week 13 – 16	-ment Suffix	Verb agree, entertain, amaze	Noun agreement, entertainment, amazement
	-ful Suffix	Noun thought, hope, beauty	Adjective thoughtful, hopeful, beautiful
	-less Suffix	Noun power, fear, penny	Adjective powerless, fearless, penniless
	-en Suffix	Adjective flat, loose, soft	Verb flatten, loosen, soften

Phase 6 Proof Reading		Check and correct Use contractions where applicable
Task 1	I have a doll. she is nice but my friend's doll is niceer. I told my dad I wantid a new won and he sayed it wos too much money and I haved to wait until my birthday.	
Task 2	MI auntie lives in the biggest tower block in her town. She is always makeing cakes. I like siting on her deck, eattng her caiks and hairng her storys	



# Teacher Planner

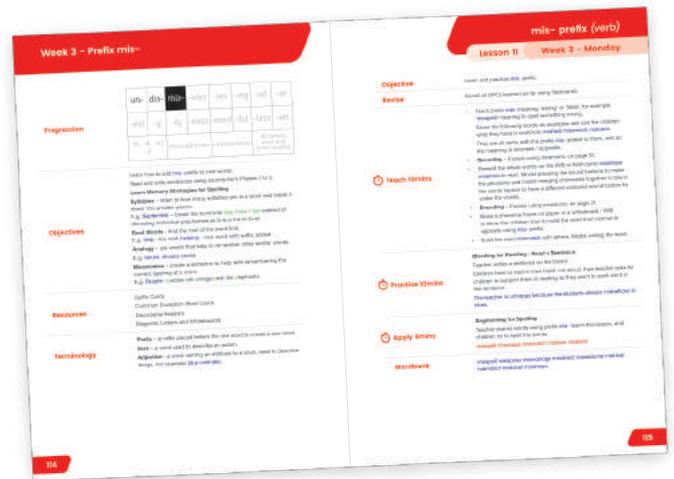
## Systematic Synthetic Phonics (SSP)

This Teacher Planner focuses on correctly adding affixes to words, the different parts of speech, learning contractions as well as developing spelling and proofreading skills. It provides daily lesson plans based on a revised progression of Junior Learning Letters & Sounds.

At Phase 6 children should have already established reading skills which are further developed through the use of decodable readers and the teacher-led activities used throughout the Junior Learning Teacher Planner series. The lessons in this planner are designed to expand their reading abilities as well as spelling skills, and encourage children to become fluent readers and increasingly accurate spellers and writers.

Overall, Junior Learning Letters & Sounds is a complete Systematic Synthetic Phonics Program that provides children with the best opportunities for progressing to reading fluency, spelling proficiency and a love of literacy.

### Daily Lesson Plans



JL709



Copyright 2021 by Junior Learning.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any way or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of Junior Learning Ltd.

Printed and bound in China.

To learn more, please visit us at:  
[www.juniorlearning.com.au](http://www.juniorlearning.com.au)

