# Phonics lesson planner example and template

This lesson planner follows the Literacy Hub’s [phonics instructional model for reading and spelling](https://www.literacyhub.edu.au/search/phonics-instructional-model-for-reading-and-spelling/). It can be used to plan for the specific words and sentences teachers will use when teaching new phonics content.

Teachers can use these [decodable words and sentences](http://www.literacyhub.edu.au/search/decodable-words-and-sentences/) linked to the phases of the [Literacy Hub phonics progression](https://www.literacyhub.edu.au/search/literacy-hub-phonics-progression/) to fill in the planner with appropriate words and sentences that match the needs of their class or group.

Following the lesson, the new content can be added to a [daily review](https://www.literacyhub.edu.au/search/daily-review-example/) to support students in working towards automaticity and fluency.

## Phonics lesson planner example

| Lesson section | Key component |
| --- | --- |
| Daily review | Grapheme level (reading and spelling): p, i (as in igloo), n, m,  e (as in egg), h, r  Word level (reading): ant, tin, met, rip, ham  Word level (spelling): hem, pen, men, rip, sap  Irregular words (reading and spelling): I, the, my, has  Sentence level (reading): My pet ram hid in the pit.  Sentence level (spelling): The net has a rip. |
| Phonemic awareness instruction | I do, we do, you do: oral blending and segmenting at CVCC/CCVC level  Skill areas  Blending: clap, plot, lost, pinch, shift  Segmenting: grab, cloth, sand, belt, vest |
| Learning intention and success criteria | Learning intention: we are learning about letters and sounds so that we can read and spell words.  Success criteria  I will know I have been successful if I can:   * say the /d/ sound for the letter d * read words with d * write words with d. |
| Grapheme level | The teacher models writing the letter d and says ‘d says /d/’ (3 times).  Students write the letter d and say ‘d says /d/’ (3 times). |
| Word level | Reading  I do: dot, had, rod  We do: nod, rid, dip  Spelling  I do: dim, pod, red  We do: den, hid, dad  Irregular word reading and spelling: to |
| Sentence level | Reading  I do: It is dim and hot in the den.  We do: The net has a rip.  Spelling  I do: The rat ran to my red hat.  We do: My dad has a rod. |
| Check for understanding | Reading  You do: pad  Spelling  You do: din |
| Teacher focus group or independent practice | Students who require further support: stay with the teacher to continue guided practice.  Students who have demonstrated understanding:   1. Partner read and spell: One student reads out flashcards with d says /d/ words while their partner spells the words in their book. The students then swap roles. 2. Continue with finding words with the d grapheme in books or with a [phonics game](https://www.literacyhub.edu.au/search/phonics-pair-game-templates/) that includes ‘d says /d/’ words. |

**Phonics lesson planner template**

| Lesson section | Key component |
| --- | --- |
| Daily review  Include the sentence level review once students begin to develop word level fluency with simple words containing single letter–sound correspondences. | Grapheme level (reading and spelling):  Word level (reading):  Word level (spelling):  Irregular words (reading and spelling):  Sentence level (reading):  Sentence level (spelling): |
| Phonemic awareness instruction  For beginning readers and spellers. Remove this section once student skills progress beyond oral blending and segmenting. | I do, we do, you do:  Skill areas |
| Learning intention and success criteria | Learning intention: we are learning about letters and sounds so that we can read and spell words.  Success criteria: I will know I have been successful if I can:   * say the sound for \_\_\_\_ * read words with \_\_\_\_ * spell words with \_\_\_\_ |
| Grapheme level | The teacher models writing the letter \_\_\_\_ and says ‘\_\_\_\_ says /\_\_ /’ (3 times).  Students write the letter \_\_\_\_ and say ‘\_\_\_\_ says /\_\_ /’ (3 times). |
| Word level | Reading  I do:  We do:  Spelling  I do:  We do:  Irregular word reading and spelling: |
| Sentence level  Include this section once students are proficient in word reading skills. | Reading  I do:  We do:  Spelling  I do:  We do: |
| Check for understanding | Reading  You do:  Spelling  You do: |
| Teacher focus group or independent practice | Students who require further support: stay with the teacher to continue guided practice.  Students who have demonstrated understanding: work independently on practice tasks related to the lesson content. |