# 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, rWord level (reading): ant, tin, met, rip, hamWord level (spelling): hem, pen, men, rip, sapIrregular words (reading and spelling): I, the, my, hasSentence 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 levelSkill areasBlending: clap, plot, lost, pinch, shiftSegmenting: 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 criteriaI 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.
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| 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 | ReadingI do: dot, had, rodWe do: nod, rid, dipSpellingI do: dim, pod, redWe do: den, hid, dadIrregular word reading and spelling: to |
| Sentence level | ReadingI do: It is dim and hot in the den.We do: The net has a rip.SpellingI do: The rat ran to my red hat. We do: My dad has a rod. |
| Check for understanding | ReadingYou do: padSpellingYou 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.
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**Phonics lesson planner template**

| Lesson section | Key component |
| --- | --- |
| Daily reviewInclude 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 instructionFor 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 \_\_\_\_
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| Grapheme level | The teacher models writing the letter \_\_\_\_ and says ‘\_\_\_\_ says /\_\_ /’ (3 times).Students write the letter \_\_\_\_ and say ‘\_\_\_\_ says /\_\_ /’ (3 times). |
| Word level | ReadingI do:We do:SpellingI do:We do:Irregular word reading and spelling:  |
| Sentence levelInclude this section once students are proficient in word reading skills. | ReadingI do:We do:SpellingI do:We do: |
| Check for understanding | ReadingYou do:SpellingYou 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. |