Phonics instructional model
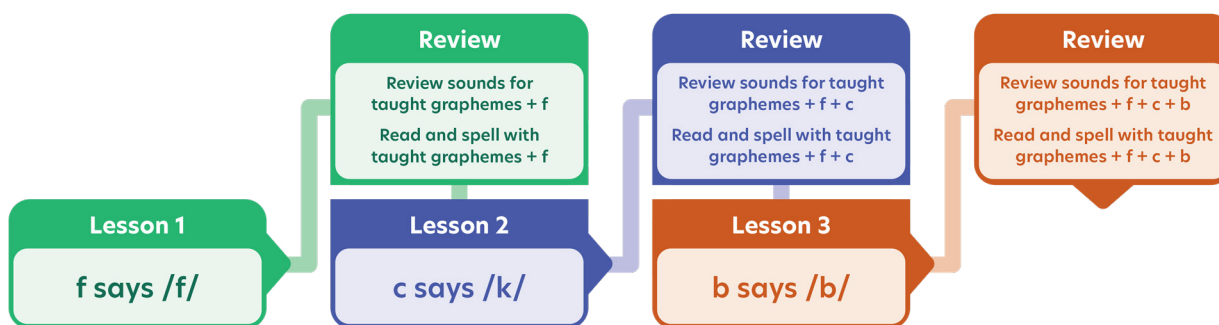## For reading and spelling

Attributes of instruction

- Ensure your instruction is explicit and targeted.
- Teach sequentially and build on what students already know.
- Ensure your instruction is teacher-guided, with gradual release from 'I do' and 'We do' to 'You do'.
- Teach new letter–sound correspondences using a systematic synthetic phonics (SSP) sequence.
- Only read and write words using previously mastered letter–sound correspondences.
- Aim to introduce two to three new sounds per week in this way.
- Engage students actively in learning and ask them to show their understanding.
- Ensure all games provided are quality learning opportunities to practise the skills of reading and writing using decodable words and sentences.

The flow of the phonics instructional model from day to day is represented in the following diagram. Each lesson recaps what was taught in previous lessons through the daily review process, then introduces the new material for the day.

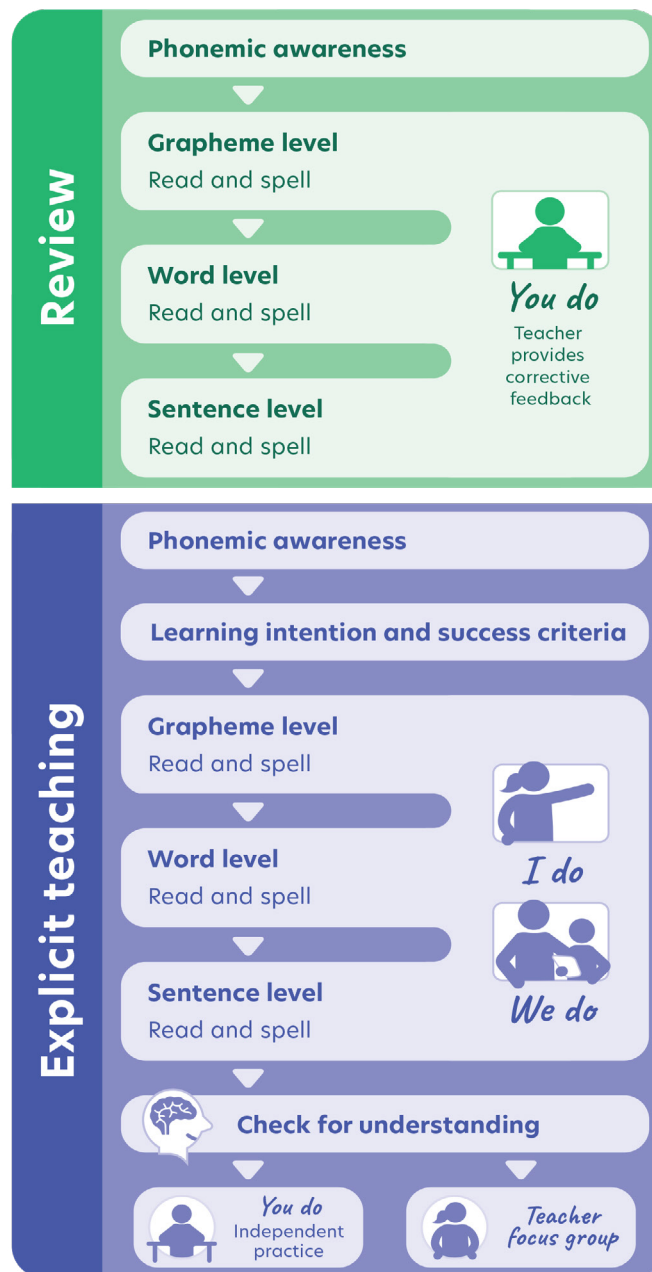### Instructional model lesson and review flow

Lesson 1

f says /f/

Review
Review sounds for taught graphemes + f
Read and spell with taught graphemes + f

Lesson 2

c says /k/

Review
Review sounds for taught graphemes + f + c
Read and spell with taught graphemes + f + c

Lesson 3

b says /b/

Review
Review sounds for taught graphemes + f + c + b
Read and spell with taught graphemes + f + c + b

Visit the **Literacy Hub website** at **www.literacyhub.edu.au** to access more free, evidence-based literacy resources for teachers.

Each literacy lesson begins with the daily review: phonemic awareness, then reading and spelling at grapheme, word and sentence level. During the daily review students independently review material as prompted by the teacher; the teacher provides corrective feedback.

This is followed by explicit teaching of new material using the same structure with some added components: phonemic awareness; learning intention and success criteria; reading and spelling of new material at grapheme, word and sentence level; then a check for understanding. Throughout this part of the lesson, the teacher models and then supports students to try out new skills with guidance.

The lesson concludes with independent practice and teacher focus groups.

Phonics instructional model

Review

- Phonemic awareness
- **Grapheme level**
  Read and spell
- **Word level**
  Read and spell
- **Sentence level**
  Read and spell

You do
Teacher provides corrective feedback

Explicit teaching

- Phonemic awareness
- **Learning intention and success criteria**
- **Grapheme level**
  Read and spell
- **Word level**
  Read and spell
- **Sentence level**
  Read and spell

I do

We do

- **Check for understanding**

You do
Independent practice

Teacher focus group

Literacy Hub

Sample phonics lesson

The following example shows all the elements of a phonics lesson. This example is aimed at Foundation students once they have mastered initial alphabet sounds. Keep in mind that when students begin phonics instruction, they will not be able to complete all the components shown below. For example, a student who only knows the phonemes /s/ /a/ /t/ will not be able to read and write complete sentences.

Lesson section	Key components
Resources	• Class set of student whiteboards, markers and erasers, or equivalent. The following resources are available on the Literacy Hub: • explicit instruction phonics lesson slides (beginner/standard). • practice phonics worksheets (beginner/standard): print one A3 teacher copy, plus a class set. • Sample decodable words and sentences.
Phonological and phonemic awareness instruction	Follow an 'I do, We do, You do' structure, focusing on a target phonemic awareness skill. Find out more about phonemic awareness and explore phonological and phonemic awareness lesson activities on the Literacy Hub.
Daily review	• Review the sounds students already know; use phoneme flash cards or the Literacy Hub's daily review example. • Blend and segment words with sounds students already know. • Read decodable words and sentences using sounds students already know. • Write decodable words and sentences using sounds students already know.
Learning intention **Success criteria**	• Unpack the learning intention. • Introduce and define any new vocabulary within the learning intention. Unpack the success criteria. For example, I will know I have been successful if I can: • say the sound for /sh/ • read a word with /sh/ • write a word with /sh/.
Introduce new sound/s	**I do:** • Model writing 'sh' on the board three times. Each time you write it say 'sh' says /sh/. **We do:** • Students repeat these steps with teacher support.
Reading words	**I do:** • Model reading decodable words with /sh/. **We do:** • Students read new decodable words with /sh/ with teacher support.
Writing words	**I do:** • Model writing decodable words with /sh/. **We do:** • Students write new decodable words with /sh/ with teacher support.

Lesson section	Key components
Irregular words	**I do:** • Our irregular word for this lesson is 'put'. • Use the word 'put' in a sentence. • Say each sound in the word. • Draw a short horizontal line for each sound in the word. • Write the corresponding letter on each sound line. • Circle the irregular part of the word. • Spell the word orally, for example, 'p-u-t spells put.' **We do:** • Students repeat these steps with teacher support.
Reading sentences	**I do:** • Model reading decodable sentences with /sh/. **We do:** • Students read new decodable sentences with /sh/ with teacher support.
Writing sentences	**I do:** • Model writing decodable sentences with /sh/. **We do:** • Students write new decodable sentences with /sh/ with teacher support.
Checking for understanding	Refer to success criteria. Ensure students have understood and applied the new learning correctly before moving on to independent practice. Identify students who need further support. These students should then work in a focused teaching group.
Independent practice	**You do:** • Students work independently on skill application tasks until they master the concept. View the sample worksheet on /sh/ (or /s/ for beginners) on the Literacy Hub. Note: It is acceptable for students to not reach this part of the session. If they continue to need guided practice in phonics this should be given during small-group targeted instruction. **During this time the teacher can:** • run small groups for more targeted practice • confer with students • assess students' progress.

Examples of skill application tasks

Students can do the following **independent** tasks to practice, learn and master sounds. These purposeful tasks need to be carefully planned to enable revision and consolidation of learned skills and knowledge. Consider whether you have explicitly taught all the skills for students to be able to access the materials and instructions for these tasks.

- Read a decodable text.
- /sh/ word hunt where /sh/ can be the beginning, middle or final sound in a word.
- Read a decodable word/sentence, write the word/sentence, draw the word/scene.
- Use the Literacy Hub's phonics pair-game templates to focus on the /sh/ sound.
- Set up phoneme manipulation activities with the new sound ('sound swap').
- Build sentences with words students know using punctuation.
- Encourage sorting activities:
  - decodable words by initial phoneme
  - pictures by initial phoneme
  - decodable words by medial vowel (for example, short a/e/i/o/ʊ).
- Write graphemes using correct letter formation, then say the corresponding phoneme.
- Write captions for characters in a familiar decodable text.
- Rewrite the text of a familiar decodable text (not copying).
- Swap magnetic letters to manipulate sounds in known words (make, check and write the words to show the teacher at the end of the lesson).
- Set up interactive tablet exercises to practise listening, blending and segmenting, vocabulary expansion and listening to audio versions of decodable texts.
- Use picture cards to:
  - identify number of syllables in a word
  - identify the beginning, middle or final phonemes
  - identify missing vowels
  - match rhyming words
  - write simple sentences
  - match words to pictures.
- Plan for partner work.
  - Be the teacher/student.
  - Get fluency feedback from a peer.
  - Play memory matching/snap games.
  - Use flashcards of decodable words.
  - Play 'Go fish' using targeted phoneme/s.
  - Practise phoneme cards (of known grapheme–phoneme correspondences) .
  - Read or match laminated word cards (in a pack or on an individual ring).

Useful links and further reading on the Literacy Hub

[Daily review example](#)

[Decodable words and sentences](#)

[Irregular words review](#)

[Literacy Hub professional learning: Explicit instruction for phonics – an instructional model](#)

[Phonemes and graphemes daily review](#)

[Phonemic awareness overview](#)

[Phonics pair-game templates](#)

[Phonological and phonemic awareness lesson activities](#)

[Sample phonics lesson slides (beginner)](#) and [worksheet (beginner)](#)

[Sample phonics lesson slides (standard)](#) and [worksheet (standard)](#)