

**A demonstration of the  
model – lead – check  
teaching procedure  
within a Direct Phonics  
lesson**



**1. Introduce or revise sound/symbols: *t, m, a, s***

Write the letter *s* on the board. Point to *s* with your finger just below the letter and keep your finger there while you say “Listen, ssssss”.



“Let’s say the sound together and keep saying it as long as I point to the letter. “ “Ready, ssss”.  
Point to the letter and let the children say the sound in chorus for as long as your finger remains under the letter.



Ask individual children to say “ssss” as you point to the letter.



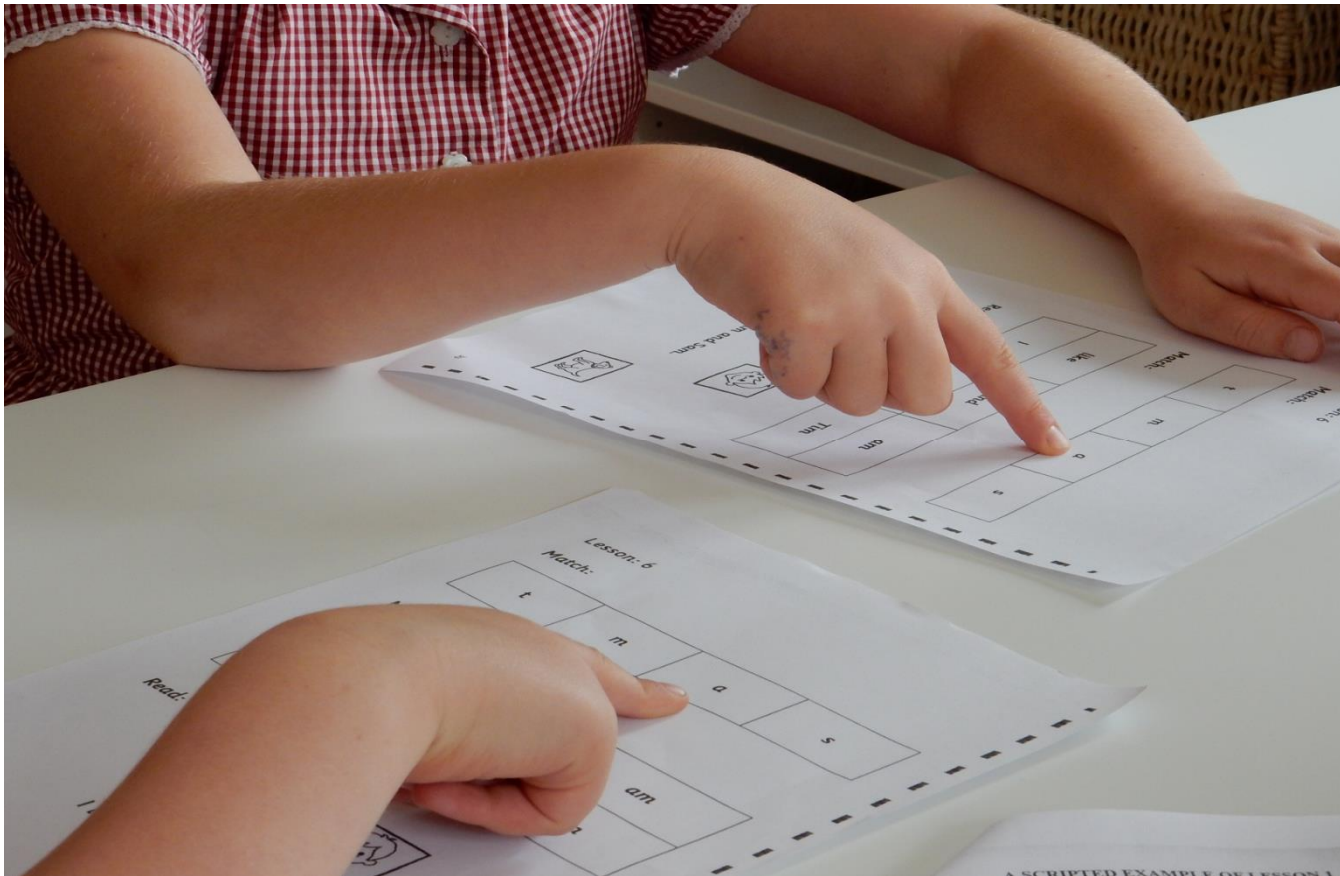
Repeat these steps for *t*, *m*, *a*. Keep using the following procedure:

“ Say the sound. (model)

“ Say the sound with the children. (lead)

“ Children say the sound together. (check)

“ Individual children take turns to say the sound. (check individuals)

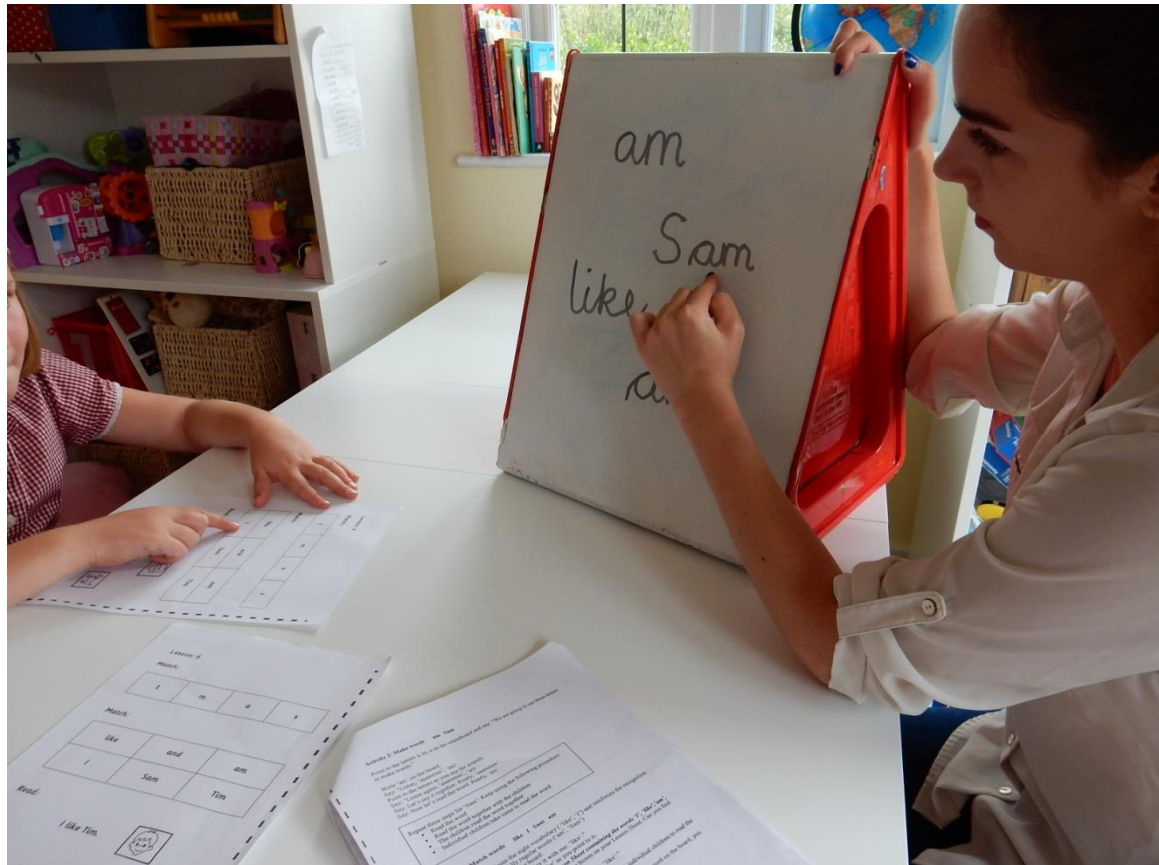


**2. Match sound/symbols:** Give each child a copy of the Pupil Lesson Sheet containing the matrix of letters: *t, m, a, s*.

“ Say “aaa” and make sure that all children are pointing to ‘a’. Repeat with the other letters.

“ Now say the letter sounds more quickly in random order and check that all children point to the correct letter.

“ Finally, check individual children .



### **3. Make words *am*, *Sam*, *at*, *mat*, *sat***

Write the word on the board

Read the word to the children. Stress each sound e.g. “SSSaaamm”. (model)

Read the word with the children. (lead)

The children read the word together. (check)

Individual children take turns to read the word. (check individuals)



The children read the word on the board together.





**4. Match words *am, Sam, and, like, I, Tim*:** This activity includes sight vocabulary e.g. *like*. For each word:

“ Write the word on the board

“ Point to the word and read it to the children (model)

“The children read the word with you (lead)

“The children find the word in a box (matrix) on their lesson sheet.



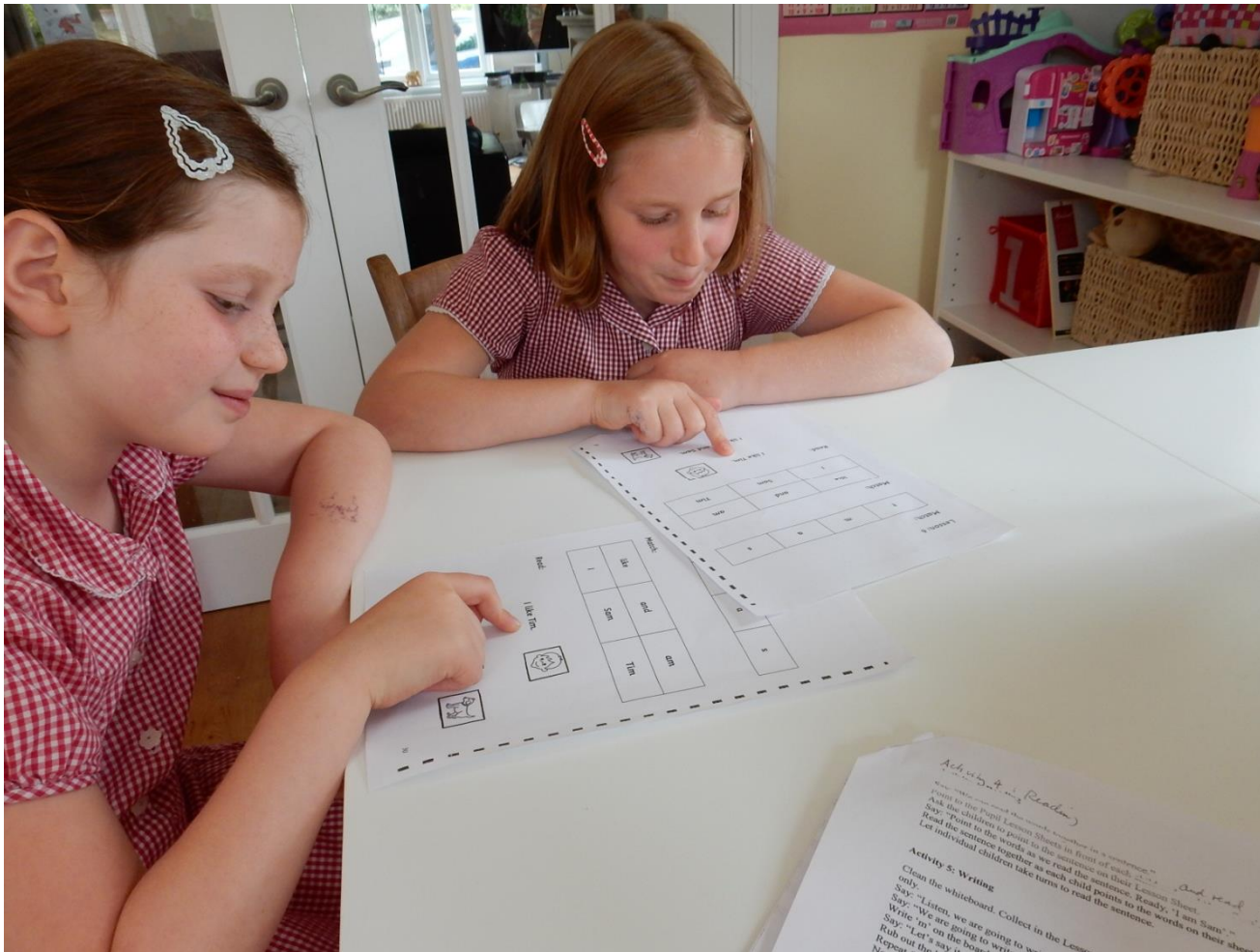
### **5. The children read the words in the matrix**

When each of the six words in the matrix have been practised, the teacher says the words in random order quite quickly and checks that children are pointing to the right word. Children then read the words together. Finally, children take turns to read selected words.



## **6. Sentence reading**

Copy a sentence from the Pupil Lesson Sheet onto the board. Read the sentence to the children (model), read it with the children (lead), the children read it by themselves (check). Alternatively, use the lesson sheet directly without the board – see next slide.



## Sentence reading

Point to the Pupil Lesson Sheet in front of each child and read “I like Tim”.  
Read the sentence again together as each child points to the words on their sheet.

Let individual children take turns to read the sentence.



## 7. Writing/spelling

Clean the whiteboard. Collect the lesson sheets. Children need pencil and paper only.

Write the letter *m* on the board. Say together “mmm”.



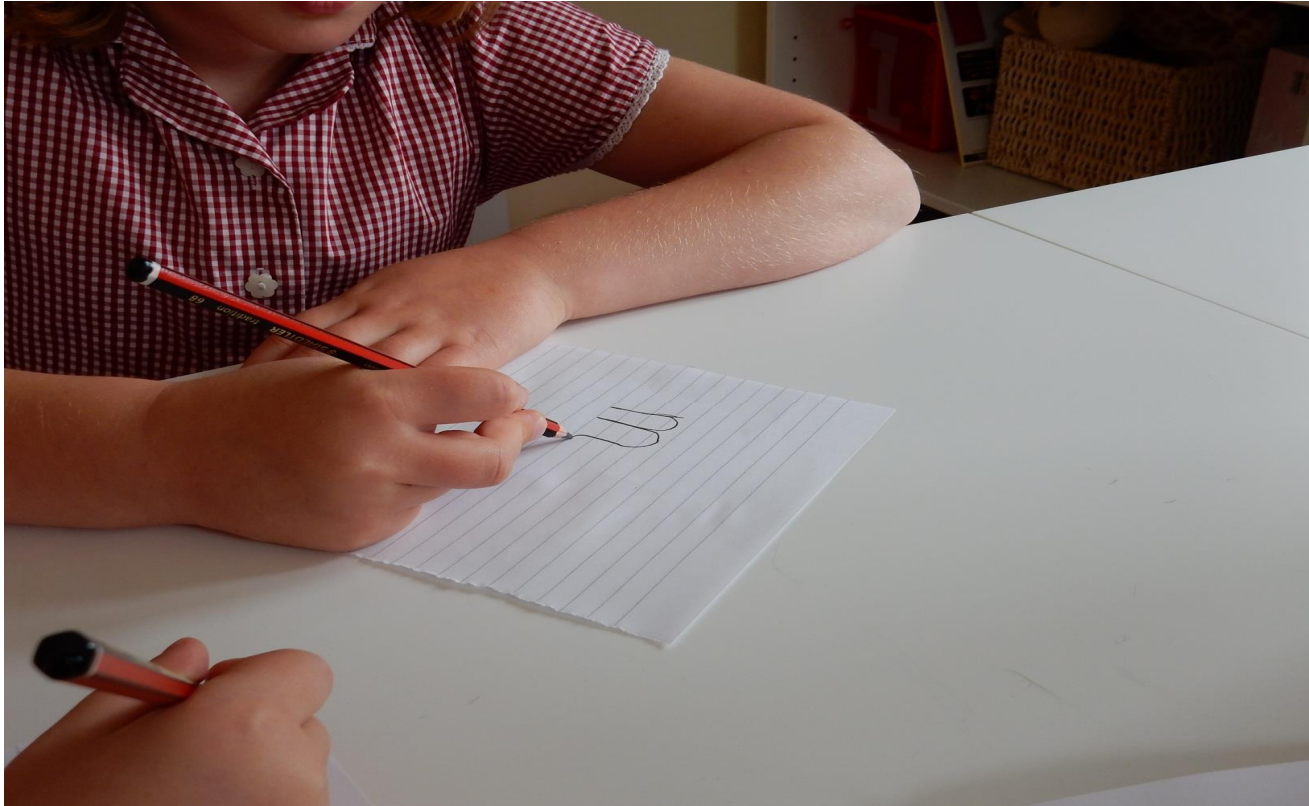
Rub out the letter and say: “Now you write the letter mmm”

Repeat for *a*, *t*, *s*. Keep to the following sequence:

“ Write the letter on the board and say the sound.

“ Erase the letter and ask the children to write the letter as you say the sound.

“ Check the children’s writing.

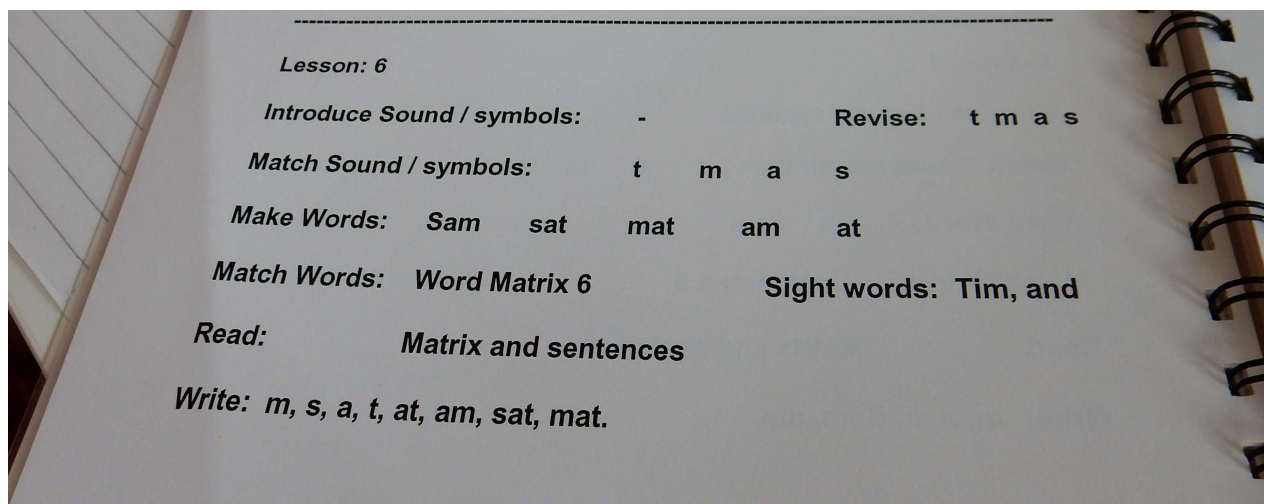


Repeat the sequence for the words *mat*, *at*, *am*, *sat*:

“ Write the word on the board and read it.

“ Erase the word and ask the children to write the word as you say it.

“ Check each child’s writing.



The demonstration follows the content of Lesson 6 in Book One:

1. Introduce and/or revise sound symbols: *t, m, a, s*
2. Match sound/symbols: See the matrix on the Pupil Lesson Sheet containing the letters *t, m, a, s*
3. Make words: *Sam, sat, mat, am, at*
4. Match words: *am, Sam, and, like, I, Tim* (see matrix on Pupil Lesson Sheet)
5. Read: Pupils read the words in the matrix
6. Read: Pupils read the sentences on their lesson sheets
7. Write/spell: *m, s, a, t, at, am, sat, mat*



## Direct Phonics: Three interrelated areas

### **Method**

Model

Lead

Check

### **Content**

Letters/sounds

Words

Sentences

### **Activities**

Match sounds and words

Make words

Read words and sentences

Write words and sentences

## **Direct Phonics: a demonstration**

We hope you have found this sequence of captioned photos useful. Scripted lessons in each teaching manual provide a more detailed step-by-step account.

For practical reasons, there are only two children in our demonstration. Direct Phonics can be followed by a group of up to five children making similar progress.

Using 'signal' words to get the children's attention: Throughout the lesson, the teacher starts the 'model' phase with the word 'listen' to get the children's attention. To signal that it is the children's turn to respond she uses the word 'ready'.