

And generate rhyming words, alliteration patterns, syllables and sounds (phonemes)...

recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)

Learning intention

- recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)

Teach and model

- recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, “funny” and “money”
- identifying patterns of alliteration in spoken words; for example, “helpful Henry”
- identifying syllables in spoken words; for example, clapping the rhythm of “Mon-day”, “Ja-cob” or “Si-en-na”

Check understanding

- Explain the main idea in and generate rhyming words, alliteration patterns, syllables and sounds (phonemes)... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.