

# Using this Teacher's Handbook

The **My Letters and Sounds Teacher's Handbooks** contain teaching guidance, lesson plans, photocopiable resources and assessment advice to help you deliver high-quality phonics instruction as children progress through the programme. A glossary of phonics terms is also available on p.324.

The **Reception Teacher's Handbook** covers Phases One to Four. There is a separate section for each phase, and colour-coding is used to help you navigate between phases. Teachers should read the relevant teaching guidance and lesson plans for the phase and familiarise themselves with the resources before they begin teaching.

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- Star blazer game
- Picture prompts for writing sentences
- Games and activities for further practice

**Digital assessment resources**

- Blending check
- Blending check analysis sheet
- Reading tricky words check
- Reading tricky words check analysis sheet
- Segmenting check
- Segmenting check analysis sheet
- Spelling tricky words check
- Letter formation check
- Group letter formation record sheet
- Phase Four Summative assessment record sheet

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In addition to the photocopiable resources provided in this handbook, a set of **Digital-only resources** is available to download for each phase. These are teaching resources that are used more rarely in lesson plans, or that are in a larger format.

Alongside the assessment guidance for each phase that is provided in this handbook, there are downloadable **Digital assessment resources**, including **Assessment checks** and corresponding **Analysis sheets** for each of the phonics skills, which help you to evaluate individual children's progress at the end of each phase (they can be used more often if required for certain children). You can read more about the **My Letters and Sounds** approach to assessment on p.24.

## Teaching guidance

Each phase begins with an informative guidance section, which provides essential information about how to develop the phonics skills covered in the phase. It explains in detail the new knowledge that will be introduced and provides detailed advice on how to teach it effectively.

For example, in Phase Two of the **Reception Teacher's Handbook**, you will find step-by-step guidance for teaching a new letter and its associated sound, and for teaching and developing the processes of blending and segmenting through demonstration, modelling and encouraging active participation. There are also 'Notes' suggesting strategies to use if the children are struggling with a process or activity.

The teaching guidance also provides sets of purposeful and motivating activities for practising blending and segmenting; revisiting knowledge of previously learnt graphemes and tricky words; and applying phonics learning to reading and writing captions and sentences. Many of the activities can be adapted for use with the whole class or in smaller groups. They provide opportunities to discuss the meaning of words, which helps to develop vocabulary. Working in pairs or small groups also helps to develop speaking and listening skills.