

Whole Class Teaching

Sample Lesson Plan: Reception

Term 1: BRI Level 1A-1B; Term 2: Level 1B(cont)-Level 1C; Term 3: Level 1C(cont)-Level 1D

Each Day – 30-45 min:

1. Introduce any new correspondences (with Letter/Sound Cards for the earliest stories) and read aloud one BRI story, emphasising prosody
2. Whole class reads aloud together
3. Cold-call 5+ children to read a minimum of one sentence each (having selected short, simple sentences for less confident readers), using Error Correction¹ where appropriate
4. Use Story Questions to ascertain comprehension and provide opportunities for speech and language development
5. Spelling,² dictation,³ and handwriting practice⁴ in children's own exercise books
6. Model a section from an earlier story before class rereads it aloud together, with emphasis on expression

Note any child with weak communication, language, decoding or comprehension skills for additional one-to-one/small group practice (see below)

¹ Error Correction – see *Getting Started with BRI* guide p13 and <https://piperbooks.co.uk/wp-content/uploads/2021/10/Getting-Started-with-BRI.pdf>

² Use companion volume *Spelling with BRI*

³ Recommended: Anita Archer's dictation protocol

<https://explicitinstruction.org/video-elementary/elementary-video-5/>

⁴ Follow school handwriting policy. If not available, recommended handwriting practice includes: Schofield & Sims Handwriting Practice Book 1: KS1 English, Ages 5-7

Sample Lesson Plan: Year One

Term 1: ARI Level 1A-1B; Term 2: Level 1B(cont)-Level 1C; Term 3: Level 1C(cont)-Level 1D

Each Day – 30-45 min:

1. Introduce any new correspondences and read aloud a few paragraphs of the new ARI story, emphasising prosody
2. Whole class to read aloud together
3. Cold-call 7+ children to read a minimum of one sentence each (having selected short, simple sentences for less confident readers)
4. Use Story Questions to ascertain comprehension and provide opportunities for speech and language development
5. Spelling,¹ dictation,² and handwriting practice³ in children's own exercise books
6. Model a section from an earlier story before class rereads it aloud together, with emphasis on expression. This is particularly important if any pupils are starting to struggle with decoding and/or if prosody, fluency and confidence need boosting

Note any child with weak communication, language, decoding or comprehension skills for additional one-to-one/small group practice (see below)

¹ Use *Spelling with BRI* selection from Extended Word List Level 3C-3D. Ensure that children ‘say each sound softly’ as they write the word

² Choose 3-4 sentences from current ARI story for dictation. Recommended: Anita Archer’s dictation protocol <https://explicitinstruction.org/video-elementary/elementary-video-5/>

³ Follow school handwriting policy. If not available, recommended handwriting practice includes: Schofield & Sims Handwriting Practice Book 1: KS1 English, Ages 5-7

Sample Lesson Plan: Year Two:

Children who have spent the last two years with BRI Levels 1-3 and ARI Levels 1-2 have covered all the correspondences required for the Phonics Screening Check. At this point, most should be ready to experience the exhilarating world of children’s literature and non-fiction. However, if a teacher decides that their pupils will benefit from ARI 3’s increasing Alphabetic Code and grammatical complexity, simply follow the **Year One Lesson Plan**. SEN children will need the structure and additional practice offered by ARI 3; ensure that favourite stories from BRI 3 and ARI 1-2 are selected and reread before proceeding to the final ARI Level and keep sessions brief.

One-to-One Teaching

For pupils requiring additional phonics tutoring

Sample Lesson Plan: Reception:

Term 1: circa Week 2: BRI Level 1A: Story 6: *See Mat* (p85):

1a (optional). Display ‘Meet the Family’ poster (https://piperbooks.co.uk/wp-content/uploads/2018/05/BRI_Character_Poster.pdf) and invite child to blend/read the names of the 4 characters introduced in the first 6 books. Model if necessary. Talk a little about the characters and their quirky ways

1b. Introduce the new correspondence and model blending. Use the Letter/Sound Cards (https://piperbooks.co.uk/wp-content/uploads/2021/03/Letter_Sound-Cards-BRI-Level-1.pdf)

2. Read the story synopsis to the child. Then ask the child to read the entire story.

Keep intervention to a minimum – see <https://piperbooks.co.uk/wp-content/uploads/2021/10/Getting-Started-with-BRI.pdf>. For error correction, see *Getting Started with BRI* p13. If the child displays any left-to-right problems, use the Notched Card (https://piperbooks.co.uk/wp-content/uploads/2016/02/Notched_Card_Technique.pdf)

3. Reread story emphasising prosody. Ask the child to listen carefully to the story rather than follow the text visually

4. Use the factual and developing comprehension questions (p86) to improve recall, reduce the language gap and check that what has been *read* has actually been *understood*. Time permitting, broaden the discussion on the characters and issues raised

5. *Spelling with BRI*: Words from Level 1A’s Extended Word List (p13) should be read and then dictated, with the pupil softly saying each sound as s/he writes. When a child is still an insecure speller, more word building of vocabulary already introduced can be a stress-free alternative. (See *Getting Started with BRI* p11-13)

6. Time permitting, offer a Character Sheet for colouring-in (https://piperbooks.co.uk/wp-content/uploads/2016/02/BRI_1_Colouring.pdf), engage in talking about the child’s interests, and/or recite rhymes, jokes, riddles throughout the term. Liaise with class teacher to stay informed on current class reader, homework spelling lists and handwriting protocol

Record brief notes re memory, blending, comprehension or other issues

Small Group Teaching

For pupils requiring additional phonics tutoring

Sample Lesson Plan: Reception:

Term 1: circa Week 2: BRI Level 1A: Story 6: *See Mat* (p85):

1. Use the Letter/Sound cards (https://piperbooks.co.uk/wp-content/uploads/2021/03/Letter_Sound-Cards-BRI-Level-1.pdf) for stories 1-6. Introduce the new correspondence and model blending
2. Children and teacher read the story in unison
3. Children then read one page each in turn. Prompt a sound/word after 4-5 seconds of pupil struggle and use the Error Correction protocol (*Getting Started with BRI* p13) if a mistake is made
4. Teacher rereads story, emphasising prosody (children listening for meaning, rather than following the text visually)
5. Use the factual and developing comprehension questions (p86) to improve recall, reduce the language gap and check that what has been *read* has actually been *understood*. Invite the children to discuss the story further
6. *Spelling with BRI*: Children to read from the New Word List and Extended Word List (p13) in unison. Then dictate each word and instruct pupils to say each sound softly as they write
Record brief notes for each child re memory, blending, comprehension or other issues