



Ditty Lesson Plan

Use this blueprint one-day lesson plan for every Ditty.

Resources

-  Red Ditty Book
-  *Get Writing!* Red Ditty Book
-  *Read Write Inc. Phonics Online*
-  Printable resource



Teacher's Preparation

1. Print out the [Story Green Words](#) from the relevant online file and stack into your pocket chart.
2. Print out the [Speedy Green Words](#) from the relevant online file and make them into cards.
3. Display the Red Words in your pocket chart. See the list on p.238.
4. Practise reading the Ditty Introduction and add any further background knowledge necessary.

Note: the online files to support teaching the Red Ditty Books are within the [Storybook area of Read Write Inc. Phonics Online](#). There is one file for each Ditty (1–10) and they are labelled with the title of the Red Ditty Book, e.g. '*Red Ditty Book 1 Pin it on*'.

Daily Speed Sounds Lesson

1. Teach Set 1 Speed Sounds, focusing on 'special friends' (digraphs). See pp.33–48.
2. Teach Word Time, focusing on Word Time 1.6 and 1.7. See pp.37–39.



Story Green Words

Read the [Story Green Words \(printed from online\)](#) in Fred Talk.

1. Hold up the first card and ask children to tell you the 'special friends' (digraphs) or shake their heads if there aren't any. (Many of the words in the Ditty Books are CVC words.)
2. Ask them to say the sounds and then the word.
3. Say the word with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for all the Story Green Words. If necessary, explain the meaning of the words.



Speedy Green Words

1. Display the first Speedy Green Word Card.
2. Tell children to first read the sounds silently using 'Fred in your head', then ask them to say the word when you push the card towards them.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Ditty Book that need further practice.

Red Word Cards

1. Hold up the first card.
2. Say the word and ask children to repeat it.
3. Point to the card and say the sounds you can hear. Ask children to repeat.
4. Point out the tricky letters.
5. Ask children to read the word again without **MTYT**.
6. Repeat for the other Red Words.

**Partner Practice**

Ensure partners sit at the table with one Ditty Book between them and one lolly stick for pointing. First, children practise the Speed Sounds and Story Green Words relevant to the Ditty.

1. Ask one partner to teach the sounds/words out of order using **MTYT**. Ensure that children point accurately underneath the sounds/words.
2. Ask children to swap roles after each section.
3. Note any sounds/words that need further practice.

Next, children practise Red Words relevant to the Ditty.

1. Ask partners to take turns reading the words. Ensure that children point accurately underneath the words.
2. Repeat until they can read all of the Red Words at speed.

Then, children practise the Speedy Green Words in the grid on p.16.

1. Ask one partner to teach the words out of order using **MTYT**. Ensure that children point accurately underneath the words.

Ditty Introduction

Introduce the Ditty to the children and provide any further background knowledge they might need to understand it.

**First Read – Children**

Ensure partners sit at the table with one Ditty Book between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page
 - prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second and third page.
3. Remind children who finish quickly to re-read the Ditty.
4. Note any words that need further practice.

Read Aloud – Teacher

Ask children to close their Ditty Books. Then read the Ditty aloud with expression.

**Second Read – Children**

Ask partners to read the whole Ditty again, taking turns to read each page. Ask Partner 2s to point on the first page this time.

**Questions to Talk About**

Read out the relevant questions on p.15 of the Ditty Book. Ask children to **TTYP** and discuss.

Get Writing! Red Ditty Books



Complete a Sentence

1. Use the picture to help complete each sentence. Say the sentence. Ask the children to repeat it.
2. Ask children to complete the sentence using Fred Fingers (see p.38) for each word. Ensure you model how to write any Red Words, pointing out the 'tricky' grapheme.
3. Children check their sentence with you and tick each correct word. (See p.14 in each *Get Writing! Red Ditty Book* for the answers.)

Note that depending on the speed at which your children write, you may wish to proceed directly to Storytime rather than completing the Hold a Sentence activity below.



Hold a Sentence

1. Say the sentence (or phrase) given on the bottom of p.5 of the *Get Writing! Red Ditty Book*, and ask the children to repeat it.
2. Use **MTYT** until children can remember the whole sentence.
3. Write the sentence on the board and ask children to help you:
 - Use Fred Fingers to spell Green Words
 - **TOL** about how to spell any Red Words
 - Use finger spaces
 - Re-read the sentence to check it makes sense.
4. Hide the sentence (fold back the book if it is on a facing page) and ask children to write it in their *Get Writing! Red Ditty Book*.
5. Display the sentence again and help children to mark each word of their work.

Storytime

Read one of your favourite stories to the children from your class selection (see p.29).



Handwriting

1. Follow the handwriting lesson plan on p.26 for Stage 1 handwriting.
2. Follow the plan for one of the letters your children need to practise.
3. Ask children to practise writing this letter in their exercise books.
4. Then ask children to practise writing the letters in their *Get Writing! Red Ditty Book*. Ask children to write the letters, starting where the arrow indicates. Help children to think about whether the letter is a boat letter, a wet letter or if it touches the sky.