

Read Write Inc. Phonics Ditty Photocopy Masters provide children with practice in reading short texts that contain Set 1 (and, in the later Ditties, some Set 2) Speed Sounds.

Ditties 1–20

These Ditties should be used as an introduction to short, simple texts before reading the *Red Ditty Books*. Before the children start reading these Ditties, they must be able to:

- Read all Set 1 single-letter Speed Sounds speedily
- Read Word Time 1.1–1.5 words with Fred Talk.

To progress quickly through Ditties 1–20, and on to the *Red Ditty Books*, the children must be able to:

- Read all Set 1 Speed Sounds speedily, including Special Friends (digraphs)
- Read Word Time 1.6 words with Fred Talk
- Read 3-sound nonsense words with Fred Talk.

Please refer to page 28 of ‘Making a strong start: A guide for Reception teachers’, available to download from *Read Write Inc. Phonics* Online subscription on Oxford Owl.

Ditties 21–40

These Ditties can be used for extra support and consolidation after the children have read the *Red Ditty Books*.

Ditties 41–50

These Ditties are for children who have read *Set 1 Green Storybooks* and *Set 2 Purple Storybooks* but need more practice reading words with **ay, ee, igh, ow, oo** before reading *Set 3 Pink Storybooks*.

Children should read at least one Ditty a day. Older children may be able to read two or three in one session.

The number of Ditties children need to read depends on their progress. Most children will not need to read them all. Use your judgement to ensure that children who need more support and further practice still move through the programme as quickly as possible.

Introduction

Ditty timetable

The activities in **bold** below comprise a 30-minute Ditty lesson. (If Reception (P1) do this, they will focus on accuracy but not fluency.) The full timetable is for a one-hour session. (If Reception (P1) do this, they will focus on both accuracy and fluency.)

Reading	Writing
Daily Speed Sounds Lesson and Word Time	Hold a Sentence
Green Words	Storytime
Red Word Cards	Handwriting
Partner Practice – Ditty Speed Sounds, Green Words, Red Words	
Ditty Introduction	
First Read – Children	
Read Aloud – Teacher	
Second Read – Children	
Questions to Talk About	

Ditty lesson plan

Use these blueprint activities for every Ditty Photocopy Master.

Teacher's Preparation

1. Print out the Green Words from *Read Write Inc. Phonics* Online and stack into your pocket chart.
2. Display the Red Words in your pocket chart.

Daily Speed Sounds Lesson and Word Time

1. Teach Set 1 Speed Sounds Lessons, focusing on Special Friends (digraphs). See pp.33–49 of *Phonics Handbook 1*.
2. Teach Word Time Lessons, focusing on Word Time 1.5 and 1.6. See pp.37–39 of *Phonics Handbook 1*.

Green Words

Read the 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 to shake their heads if there aren't any. (Many of the words in the Ditties are CVC words.)
2. Ask them to say the sounds and read the word.
3. Repeat the word using pronunciation that gives meaning, where possible.
4. Ask children to repeat.
5. Explain the meaning in the context of the Ditty, if an unfamiliar word.
6. Ask children to read the word again without **MTYT** (My turn Your turn).
7. Repeat for the other Green Words.

Red Word Cards

If the Ditty contains Red Words, find the appropriate Red Word Cards in your set.

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. Say the word again. Ask children to repeat it.
6. Repeat for the other Red Words.

Partner Practice

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

First, children practise the Speed Sounds and 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.

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 between them and one lolly stick for pointing.

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



Read Aloud – Teacher

1. Ask children to turn over their Ditty.
2. Read the Ditty to the children with expression.

Introduction

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 question at the bottom of the page. Ask children to **TTYP** (Turn to your partner) and discuss.

Hold a Sentence

1. Say the sentence (or phrase) given on the bottom of the page 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** (Think out loud) about how to spell any Red Words
 - Use finger spaces
 - Re-read the sentence to check it makes sense.
4. Hide the sentence and ask children to write it on paper.
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 of *Phonics Handbook 1*).

Handwriting

1. Follow the handwriting lesson plan on p.26 of *Phonics Handbook 1* 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. Ask children to write the letters, starting where the arrow indicates. Help children to think about whether the letter is a boat letter, a water letter or if it touches the sky.

