

Lesson Pack **Autumn**

# EdNest

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OG Pathway • **Level 3**

Building Strong Readers & Spellers





# Orton-Gillingham Continuation Pathway Level 3

*Structured literacy intervention and dyslexia support*

***Autumn 1***

## Autumn 1 weekly lessons

### Autumn 1, Week 1, Lesson 1: Detailed self-study lesson plan

| Section                                                | Autumn 1, Week 1, Lesson 1: Detailed self-study lesson plan                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Lesson overview                                        | <b>Length:</b> 45-50 minutes. <b>Focus:</b> review s, a, t, p, ai, ee, igh, oa. Read and spell sunset, sail, sheep, bright, soap. <b>Success criteria:</b> I can say the sounds. I can spot the vowel team before I read. I can build and spell sunset and soap. I can read the short text more smoothly on the second read.                                                                                                                                                    |
| Resources                                              | <b>Pupil booklet:</b> OG L3 Pupil Booklet Autumn 1: Corresponding texts and application practice questions for Lesson 1. <b>Colour coded word cards:</b> Colour coded word cards for Autumn 1 Week 1 Lesson 1. <b>Autumn term fluency cards:</b> cumulative fluency review cards matched to the pupil's current level. <b>Other resources:</b> magnetic letters or morpheme tiles, small whiteboard and pen, highlighter or pencil to mark the root, finger tracker or pointer. |
| 1. Review deck<br>5-7 min                              | <b>Adult narration:</b> "Say the sound, not the letter name. My turn, then your turn." Review: s, a, t, p, ai, ee, igh, oa. Ask: "Which team says /ee/?" "Which team says /oa/?" Correct: "My turn: ee says /ee/. Your turn." <b>Guidance:</b> Keep it brisk. Accept sounds only. Revisit any missed card after two successful responses. <b>Check:</b> pupil says at least 6 of 8 sounds correctly.                                                                            |
| 2. New concept<br>3-4 min<br>Colour coded word session | <b>Adult narration:</b> "When you see ai, ee, igh or oa, stop, name the team, then read the word." Model: sail, sheep, bright, soap. Then say: "Your turn. Point to the team and read." <b>Guidance:</b> Use I do, we do, you do. Keep the phrase: stop, name it, read it. <b>Check:</b> pupil names at least 3 of 4 teams.                                                                                                                                                     |

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| <b>3. Encoding</b><br>10-15 min<br>Word cards and magnetic board session | <b>Adult narration:</b> "Say it, tap it, build it, write it, check it." Build and spell <i>sunset</i> and <i>soap</i> . Change <i>soap</i> to <i>sail</i> , then <i>sail</i> to <i>sheep</i> . Ask: "Which team makes the vowel sound?" Correct: "Stop. Rebuild. Reread. Rewrite." <b>Guidance:</b> Use magnetic letters first. Keep vowel teams visible and prompt before writing. <b>Check:</b> pupil builds <i>sunset</i> and spells <i>sunset</i> and <i>soap</i> accurately or after correction. |
| <b>4. Decoding</b><br>10-15 min<br>Word cards and magnetic board session | <b>Adult narration:</b> "Read each part, then the whole word. If you see a vowel team, name it first." Read: <i>sunset</i> , <i>sail</i> , <i>sheep</i> , <i>bright</i> , <i>soap</i> . Then read the sentence cards. Correct: "Stop. Find the team. Say the sound. Blend again." <b>Guidance:</b> Model one, read one together, then pupil reads one. First read for accuracy, then reread smoothly. <b>Check:</b> pupil reads at least 4 of 5 words and rereads one sentence more smoothly.         |
| <b>5. Application</b><br>10 min<br>Workbook session                      | <b>Text:</b> "At sunset we see a bright sail. The soap is in the bag. The sheep can sit on the hill." <b>Adult narration:</b> "Track and read. Point to each vowel-team word before reading." Reread the paragraph more smoothly. <b>Guidance:</b> Use a finger tracker. If a team is missed, point to it, say the sound, and reread the sentence. <b>Check:</b> pupil identifies <i>bright</i> , <i>soap</i> and <i>sheep</i> and improves on the second read.                                       |
| <b>6. Mastery check</b><br>2-5 min                                       | <b>Adult narration:</b> "Say the sounds for ai, ee, igh and oa. Read: <i>sail</i> , <i>sheep</i> , <i>bright</i> , <i>soap</i> . Say: 'stop, name it, read it.'" <b>Guidance:</b> Keep it quick. If needed, show the card and model once. <b>Check:</b> pupil recalls at least 3 teams and reads at least 3 words.                                                                                                                                                                                    |

## Autumn 1, Week 1, Lesson 2: Detailed self-study lesson plan

| Section                                                | Autumn 1, Week 1, Lesson 2: Detailed self-study lesson plan                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Lesson overview                                        | <p><b>Length:</b> 45-50 minutes. <b>Focus:</b> review ar, or, un-, re-. Read and spell market, corner, unpack, return.</p> <p><b>Success criteria:</b> I can say the sounds and meanings. I can spot the prefix before I read. I can build and spell unpack and return. I can read the short text more smoothly on the second read.</p>                                                                                                                                                              |
| Resources                                              | <p><b>Pupil booklet:</b> OG L3 Pupil Booklet Autumn 1: Corresponding texts and application practice questions for Lesson 2. <b>Colour coded word cards:</b> Colour coded word cards for Autumn 1 Week 1 Lesson 2.</p> <p><b>Autumn term fluency cards:</b> cumulative fluency review cards matched to the pupil's current level.</p> <p><b>Other resources:</b> magnetic letters or morpheme tiles, small whiteboard and pen, highlighter or pencil to mark the root, finger tracker or pointer.</p> |
| 1. Review deck<br>5-7 min                              | <p><b>Adult narration:</b> "Say the sound or prefix meaning. My turn, then your turn." Review: ar, or, un-, re-. Ask: "Which prefix means again?" "Which sound is in corner?" Correct: "My turn: re- means again. Your turn." <b>Guidance:</b> Expect sounds for ar/or and meanings for un-/re-. Revisit missed cards.</p> <p><b>Check:</b> pupil recalls both sounds and both prefix meanings.</p>                                                                                                  |
| 2. New concept<br>3-4 min<br>Colour coded word session | <p><b>Adult narration:</b> "Read the prefix first, then the base word. Read ar and or as sound patterns." Model: unpack, return, market, corner. Then say: "Your turn. Point to the helpful part and read."</p> <p><b>Guidance:</b> Use I do, we do, you do. Keep the phrase: prefix first, then base word. <b>Check:</b> pupil reads unpack and return in parts and names ar/or in words.</p>                                                                                                       |
| 3. Encoding<br>10-15 min                               | <p><b>Adult narration:</b> "Say it, tap it, build it, write it, check it." Build and spell <i>unpack</i> and <i>return</i>. Revisit <i>market</i> and <i>corner</i> for ar/or. Ask: "What prefix or sound pattern helps?" Correct: "Stop. Rebuild.</p>                                                                                                                                                                                                                                               |

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| <b>Word cards and magnetic board session</b>                                           | Reread. Rewrite." <b>Guidance:</b> Keep prefixes separate first. Use tiles before writing. <b>Check:</b> pupil builds and spells unpack and return accurately or after correction.                                                                                                                                                                                                                                                                               |
| <b>4. Decoding</b><br><b>10-15 min</b><br><b>Word cards and magnetic board session</b> | <b>Adult narration:</b> "Find the helpful part, then read the word." Read: market, corner, unpack, return. Then read the sentence cards. Correct: "Stop. Read the prefix or sound pattern. Blend again."<br><b>Guidance:</b> Model one, read one together, then pupil reads one. First read accurately, then smoothly.<br><b>Check:</b> pupil reads all 4 words and rereads one sentence more smoothly.                                                          |
| <b>5. Application</b><br><b>10 min</b><br><b>Workbook session</b>                      | <b>Text:</b> "We return to the market. I unpack the corn and the sharp fork. The cart is at the corner."<br><b>Adult narration:</b> "Track and read. Point to a prefix word or target sound before each sentence."<br>Reread the paragraph more smoothly. <b>Guidance:</b> Use a finger tracker. If missed, point to the helpful part and reread the sentence. <b>Check:</b> pupil identifies return, unpack, market and corner and improves on the second read. |
| <b>6. Mastery check</b><br><b>2-5 min</b>                                              | <b>Adult narration:</b> "Say the sounds for ar and or. Say what un- and re- mean. Read: market, corner, unpack, return. Say: 'read the prefix first.'" <b>Guidance:</b> Keep it quick. Model once if needed. <b>Check:</b> pupil recalls both sounds, both prefix meanings and reads at least 3 words.                                                                                                                                                           |

## Autumn 1, Week 1, Lesson 3: Detailed self-study lesson plan

| Section                                                                     | Autumn 1, Week 1, Lesson 3: Detailed self-study lesson plan                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Lesson overview</b>                                                      | <b>Length:</b> 45-50 minutes. <b>Focus:</b> cumulative review for two-syllable reading. Read and spell sunset, napkin, rabbit, picnic, magnet, fantastic. <b>Success criteria:</b> I can read each part, then the whole word. I can clap and tap two syllables. I can build and spell rabbit and picnic. I can read the short text more smoothly on the second read.                                                                                                            |
| <b>Resources</b>                                                            | <b>Pupil booklet:</b> OG L3 Pupil Booklet Autumn 1: Corresponding texts and application practice questions for Lesson 3. <b>Colour coded word cards:</b> Colour coded word cards for Autumn 1 Week 1 Lesson 3. <b>Autumn term fluency cards:</b> cumulative fluency review cards matched to the pupil's current level. <b>Other resources:</b> magnetic letters or morpheme tiles, small whiteboard and pen, highlighter or pencil to mark the root, finger tracker or pointer. |
| <b>1. Review deck</b><br><b>5-7 min</b>                                     | <b>Adult narration:</b> "Read each part, then the whole word. My turn, then your turn." Review: sunset, napkin, rabbit, picnic, magnet. Ask: "Which word starts with rab?" "Which word ends with -net?" Correct: "My turn: rab-bit, rabbit. Your turn." <b>Guidance:</b> Clap, say the parts, then read. Cover the second part if the pupil guesses. <b>Check:</b> pupil reads at least 4 of 5 words accurately.                                                                |
| <b>2. New concept</b><br><b>3-4 min</b><br><b>Colour coded word session</b> | <b>Adult narration:</b> "Two-syllable words have parts. Read each part, then the whole word." Model: rab-bit, picnic, fantastic. Then say: "Your turn. Clap the parts and read." <b>Guidance:</b> Use I do, we do, you do. Split fantastic into three clear parts if needed. <b>Check:</b> pupil claps and reads rabbit, picnic and fantastic.                                                                                                                                  |

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| <b>3. Encoding</b><br>10-15 min<br>Word cards and<br>magnetic board<br>session | <p><b>Adult narration:</b> "Say it, clap it, build it, write it, check it." Build and spell <i>rabbit</i> and <i>picnic</i>. Revisit <i>magnet</i> and <i>fantastic</i>. Ask: "What are the syllable parts?" Correct: "Stop. Rebuild. Reread. Rewrite."</p> <p><b>Guidance:</b> Use magnetic letters first. Keep syllables separate before writing. <b>Check:</b> pupil builds and spells <i>rabbit</i> and <i>picnic</i> accurately or after correction.</p>                                                          |
| <b>4. Decoding</b><br>10-15 min<br>Word cards and<br>magnetic board<br>session | <p><b>Adult narration:</b> "Read each part, then the whole word." Read: <i>sunset</i>, <i>napkin</i>, <i>rabbit</i>, <i>picnic</i>, <i>magnet</i>, <i>fantastic</i>. Then read the sentence cards. Correct: "Stop. Read one part at a time. Blend again."</p> <p><b>Guidance:</b> Model one, read one together, then pupil reads one. First read accurately, then smoothly.</p> <p><b>Check:</b> pupil reads at least 5 of 6 words and rereads one sentence more smoothly.</p>                                         |
| <b>5. Application</b><br>10 min<br>Workbook session                            | <p><b>Text:</b> "The rabbit is on the picnic rug at sunset. A magnet is in the napkin bag. We can read each part and then the whole word." <b>Adult narration:</b> "Track and read. Point to a two-syllable word before reading." Reread the paragraph more smoothly. <b>Guidance:</b> Use a finger tracker. If the pupil guesses, split the word into parts and reread the sentence. <b>Check:</b> pupil identifies <i>rabbit</i>, <i>picnic</i>, <i>magnet</i> or <i>napkin</i> and improves on the second read.</p> |
| <b>6. Mastery check</b><br>2-5 min                                             | <p><b>Adult narration:</b> "Read: <i>rabbit</i>, <i>picnic</i>, <i>magnet</i>, <i>fantastic</i>. Clap the parts in <i>rabbit</i> and <i>picnic</i>. Say: 'read each part, then the whole word.'" <b>Guidance:</b> Keep it quick. Clap and blend again if needed.</p> <p><b>Check:</b> pupil reads at least 3 words and says the strategy.</p>                                                                                                                                                                          |





# EdNest Lesson Pack

This Lesson Pack is part of the EdNest Orton—Gillingham Pathway — a structured literacy scheme supporting teachers in delivering multisensory, sequential lessons.

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Each pack contains fully scripted, *teach-from-the-page* lessons designed for direct classroom delivery. These lessons are intended to be used alongside the corresponding colour-coded word cards and review word cards, supporting fluency and reinforcing mastery through structured, cumulative practice.

**Building Strong Readers & Spellers**