

Lesson Pack **Autumn**

EdNest

OG Pathway • **Level 4**



Building Strong Readers & Spellers

Orton-Gillingham Continuation Pathway

Structured literacy intervention and dyslexia support

Level 4

Autumn 1

Autumn 1 lesson sequence

Autumn 1, Week 1, Lesson 1: Syllable types review

Section	Autumn 1, Week 1, Lesson 1: Syllable types review
Lesson overview	Length: 45-60 minutes. Focus: review the six syllable types in familiar and new words. We will read and sort words such as robot, comet, tulip, secure, season and window. Success criteria: I can name the syllable type in at least four words. I can say what the syllable type tells me about the vowel sound. I can use the review cards quickly and carefully.
Resources	Pupil booklet: OG L4 Pupil Booklet Autumn 1: corresponding texts and application practice questions for Lesson 1. Colour coded cards - Syllable types review: robot, comet, tulip, secure, season, window, frozen, rainbow, starlight and crumble. Fluency cards - Level 3 Summer cards: cumulative fluency review cards matched to the pupil's current level. Magnetic white boards and letters, mini white board and pen
1. Review deck 5-7 min	Adult says: "When I show a card, say the syllable type and what it tells you about the vowel." Show the six cards in a mixed order. Model once: "Closed ends in a consonant, so the vowel is usually short. Open ends in a vowel, so the vowel is usually long." Then review magic-e, r-controlled, vowel team and consonant-le. Show robot, comet, tulip, secure, season and window and ask children to name the helpful clue. Guidance: Keep the pace quick. If needed, model, repeat, return. End with two quick questions. Check: child names at least 5 of the 6 types and gives one correct vowel explanation.

2. New concept Colour coded words session 3-4 min	Adult says: "Today we are reviewing all six syllable types. Knowing the type helps us work out the vowel sound." Model with robot, comet and secure. "Ro in robot is open, so o is long." "Com in comet is closed, so o is short." "Se in secure is open, so e is long." Then compare tulip and window. Ask children to mark the vowel and name the syllable type. Guidance: Use my turn, our turn, your turn. Keep the routine the same: find it, name it, say the vowel, read the word. Check: child identifies the type in at least three words and explains one vowel choice.
3. Encoding Colour coded words session 10-15 min	Adult says: "Listen, say it, tap it, build it, write it, check it." Build robot: "Say it. Clap ro-bot. What is the first syllable type? Open. Build ro, then bot." Build comet: "Say it. Clap com-et. What is the first syllable type? Closed. Build com, then et." Build secure and window in the same way. Then dictate two words, such as robot and comet, and ask children to say the syllable type before writing. Guidance: Start with support, then reduce it. Mark vowels and syllable breaks. If there is a mistake, stop, rebuild, reread and rewrite. Check: child builds at least two words correctly, spells one dictated word, and names the key syllable type.
4. Decoding Magnetic board session 10-15 min	Adult says: "Read each part, then the whole word. Tell me which clue helped." Model robot, comet, tulip, secure, season and window. After each word ask: "What is the helpful clue? What does it tell you about the vowel?" Then sort frozen, rainbow, starlight and crumble under the right heading. Finish with the two sentences. Guidance: Use my turn, our turn, your turn. If a child gets stuck, go back to the helpful clue, then return to the whole word. Check: child reads most target words, identifies the clue in at least four words, and rereads one sentence more smoothly.
5. Application Workbook session 10 min	Task: children sort robot, comet, tulip, secure, season, window, frozen, rainbow, starlight and crumble under the six syllable-type headings. Then they read the two sentences again and highlight the clue that helped most. Adult says: "Say the word, find the helpful clue, then tell me why it belongs there." Guidance: Encourage full answers such as "Ro in robot is open, so o is long." Check: child sorts most words correctly and explains at least one choice clearly.

6. Mastery check 2-5 min	Adult says: "Tell me one syllable type and what it tells you." "Read these words again: robot, comet, secure, window." "What helped you most today?" Close with: "Today you used the six syllable types to help you read words." Guidance: Keep it short and positive. Check: child recalls one rule, reads at least three target words, and says that syllable type helped with the vowel sound.
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Autumn 1, Week 1, Lesson 2: Closed and open syllables

Section	Autumn 1, Week 1, Lesson 2: Closed and open syllables
Lesson overview	Length: 45-60 minutes. Focus: spot closed and open syllables in longer words. We will read and sort moment, tulip, begin, open, comet and melon. Success criteria: I can spot closed and open syllables in longer words. I can explain the vowel sound in each type. I can mark syllable breaks correctly in guided examples.
Resources	Pupil booklet: OG L4 Pupil Booklet Autumn 1: corresponding texts and application practice questions for Lesson 2. Colour coded cards - Closed and open syllables: moment, tulip, begin, open, comet, melon, cabin and frozen. Fluency cards - Autumn 1, Week 1, Lesson 1: cumulative fluency review cards from Syllable types review. Magnetic white boards and letters, mini white board and pen
1. Review deck 5-7 min	Adult says: "Tell me if the syllable is closed or open, and tell me what that means for the vowel." Review quick examples from Lesson 1 such as com, mo, tu and pen. Model once: "Closed ends in a consonant, so the vowel is usually short. Open ends in a vowel, so the vowel is usually long." Then show cabin, frozen and open and ask children to name the first syllable type. Guidance: Keep the pace quick. Model, repeat, return if needed. Check: child identifies closed and open syllables accurately in at least three examples.
2. New concept Colour coded words session 3-4 min	Adult says: "Today we are looking for closed and open syllables in longer words. A closed syllable ends in a consonant, so the vowel is usually short. An open syllable ends in a vowel, so the vowel is usually long." Model with moment, tulip and open. "Mo in moment is open, so o is long." "Tul in tulip is closed, so u is short." "O in open is open, so o is long." Then compare comet and melon. Guidance: Use my turn, our turn, your turn. Keep the routine the same: find it, name it, say the vowel, read the word. Check: child explains the syllable type and vowel sound in at least three words.

3. Encoding Colour coded words session 10-15 min	Adult says: "Listen, say it, chop it, build it, write it, check it." Build moment: "Say it. Chop mo-ment. What type is mo? Open. Build mo, then ment." Build tulip: "Say it. Chop tu-lip. What type is tul? Closed. Build tul, then ip." Build comet and begin in the same way. Then dictate open and melon, asking children to say the syllable type before writing. Guidance: Mark the syllable break and vowel sound as you go. If there is a mistake, stop, rebuild, reread and rewrite. Check: child builds at least two words, spells one dictated word, and names the key syllable type.
4. Decoding Magnetic board session 10-15 min	Adult says: "Read each part, then the whole word. Tell me if the helpful clue shows a closed or open syllable." Read moment, tulip, begin, open, comet and melon. After each word ask: "Which syllable is open or closed? What does that tell you about the vowel?" Then read the sentences: "The tulip began to open." "We put the melon on the open chart." Guidance: If a child gets stuck, go back to the clue, name the type, then read the whole word again. Check: child reads most target words accurately and explains the clue in at least four words.
5. Application Workbook session 10 min	Task: children sort moment, tulip, begin, open, comet, melon, cabin and frozen on an open/closed grid. Then they mark one syllable break in two guided examples. Adult says: "Say the word, find the syllable, then tell me if it is closed or open." Guidance: Encourage full answers such as "Mo in moment is open, so o is long." Check: child sorts most words correctly and marks the syllable break accurately in guided examples.
6. Mastery check 2-5 min	Adult says: "Tell me what a closed syllable is." "Tell me what an open syllable is." "Read these words again: moment, tulip, open, melon." "What helped you today?" Close with: "Today you used closed and open syllables to help you read longer words." Guidance: Keep it short and positive. Check: child explains both syllable types, reads at least three target words, and says that syllable type helped with the vowel sound.

Autumn 1, Week 1, Lesson 3: Magic-e and r-controlled syllables

Section	Autumn 1, Week 1, Lesson 3: Magic-e and r-controlled syllables
Lesson overview	Length: 45-60 minutes. Focus: review magic-e and r-controlled syllables and use them to read longer words. We will read athlete, secure, starlight, perfume and serpentine. Success criteria: I can spot magic-e and r-controlled syllables in words. I can say how the spelling changes the vowel sound. I can read the words accurately.
Resources	Pupil booklet: OG L4 Pupil Booklet Autumn 1: corresponding texts and application practice questions for Lesson 3. Colour coded cards - Magic-e and r-controlled syllables: athlete, reptile, secure, starlight, perfume, serpentine, compete, birthday, survive and garden. Fluency cards - Autumn 1, Week 1, Lesson 2: cumulative fluency review cards from Closed and open syllables. Magnetic white boards and letters, mini white board and pen
1. Review deck 5-7 min	Adult says: "Tell me if the syllable is magic-e or r-controlled, and tell me what that means for the vowel." Review quick examples such as late, complete, her, star and secure. Model once: "Magic-e makes the vowel say its name." "R-controlled means the vowel sound is changed by r." Then show athlete, reptile, secure, starlight, perfume and serpentine and ask children to name the helpful clue. Guidance: Keep the pace quick. Model, repeat, return if needed. Check: child identifies magic-e and r-controlled syllables accurately in at least three examples.
2. New concept Colour coded words session 3-4 min	Adult says: "Today we are reviewing magic-e and r-controlled syllables. These patterns help us work out the vowel sound." Model with reptile, secure and starlight. "Tile in reptile is magic-e, so i is long." "Cure in secure is magic-e, so u is long." "Star in starlight is r-controlled, so ar has its own sound." Then compare perfume and serpentine. Guidance: Use my turn, our turn, your turn. Keep the routine the same: find it, name it, say the vowel, read the word. Check: child explains the syllable type and vowel sound in at least three words.

3. Encoding Colour coded words session 10-15 min	Adult says: "Listen, say it, tap it, build it, write it, check it." Build reptile: "Say it. Clap rep-tile. What type is tile? Magic-e. Build rep, then tile." Build starlight: "Say it. Clap star-light. What type is star? R-controlled. Build star, then light." Build compete and garden in the same way. Then dictate secure and birthday, asking children to say the syllable type before writing. Guidance: Mark the helpful syllable and vowel sound as you go. If there is a mistake, stop, rebuild, reread and rewrite. Check: child builds at least two words, spells one dictated word, and names the key syllable type.
4. Decoding Magnetic board session 10-15 min	Adult says: "Read each part, then the whole word. Tell me if the helpful clue is magic-e or r-controlled." Read athlete, reptile, secure, starlight, perfume and serpentine. After each word ask: "Which clue helps? What does it tell you about the vowel?" Then read the sentences: "The athlete ran past the garden." "We kept the perfume secure." Guidance: If a child gets stuck, go back to the helpful clue, name the type, then read the whole word again. Check: child reads most target words accurately and explains the clue in at least four words.
5. Application Workbook session 10 min	Task: children sort athlete, reptile, secure, starlight, perfume, serpentine, compete, birthday, survive and garden under magic-e or r-controlled headings. Then they read the two sentences again and highlight the helpful clue. Adult says: "Say the word, find the helpful clue, then tell me why it belongs there." Guidance: Encourage full answers such as "Star in starlight is r-controlled, so ar has its own sound." Check: child sorts most words correctly and explains at least one choice clearly.
6. Mastery check 2-5 min	Adult says: "Tell me what magic-e does." "Tell me what an r-controlled syllable does." "Read these words again: reptile, secure, starlight, perfume." "What helped you today?" Close with: "Today you used magic-e and r-controlled syllables to help you read longer words." Guidance: Keep it short and positive. Check: child explains both syllable types, reads at least three target words, and says that syllable type helped with the vowel sound.

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.

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.

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