

Lesson Pack **Autumn**

EdNest

OG Pathway • **Level 5**



Building Strong Readers & Spellers

Orton-Gillingham Continuation Pathway

Structured literacy intervention and dyslexia support

Level 5

Autumn 1

Autumn 1 lesson sequence

Autumn 1, Week 1, Lesson 1: Review of prefixes and suffixes

Section	Autumn 1, Week 1, Lesson 1: Review of prefixes and suffixes
Lesson overview	Length: 50–60 minutes. LO: To review and apply familiar prefixes and suffixes from Year 4. Success criteria: I can identify a prefix or suffix in a word. I can explain how it changes meaning. I can spell reviewed words accurately.
Resources	Pupil booklet: OG L5 Pupil Booklet Autumn 1: Corresponding texts and application practice questions for Lesson 1. Colour coded word cards for Autumn 1 Week 1 Lesson 1 - Review of prefixes and suffixes. Autumn term fluency cards: cumulative fluency review cards matched to the pupil's current level. Other resources: magnetic letters or morpheme tiles, small whiteboard and pen, highlighter or pencil to mark the root, affix or syllable division point as appropriate, finger tracker or pointer.
1. Review deck 5–7 min	Adult says: "When I show a word card, spot any prefix or suffix and say what it does." Use Year 4 review cards to revisit familiar prefixes and suffixes. Model one or two examples, then move quickly to pupil responses using prompts such as "What part is added?" "Where is it?" and "What does it tell you?" Guidance: Keep this brisk and confidence-building. If a pupil hesitates, model once, return to a known example, then try the target word again. Check: pupil identifies a prefix or suffix in several words and explains one meaning change clearly.
2. New concept Colour coded words session 3–4 min	Adult steps: 1. Say: "Today we are reviewing prefixes and suffixes. A prefix comes at the beginning. A suffix comes at the end." 2. Show one word with a prefix. Underline the prefix, say the base word, then explain the meaning change. 3. Repeat with one word with a suffix. Circle the suffix and explain what it does. 4. Ask pupils to copy the routine with two cards: spot it, name it, read the whole word, explain the change. 5. Correct immediately by

	returning to the base word and affix. Check: pupil identifies whether the added part is a prefix or suffix and explains one meaning change.
3. Encoding Colour coded words session 10-15 min	Adult steps: 1. Show one colour coded word card. 2. Pupils say the word, tap the parts and point to the prefix or suffix. 3. Pupils say the base word and the added part aloud. 4. Cover the card. 5. Pupils build the word with magnetic letters or morpheme tiles, then write the full word on mini whiteboards. 6. Reveal the card and check the word part by part. 7. Pupils read the word and explain the added part. 8. Repeat with 4-6 reviewed words. Check: pupil spells reviewed words and identifies the prefix or suffix used.
4. Decoding Magnetic board session 10-15 min	Adult steps: 1. Build one reviewed word on the magnetic board. 2. Pupils use a finger tracker to read the whole word. 3. Say: "Find the base word and the added part." 4. Pupils touch or slide the prefix or suffix and say what it does. 5. Move the added part away, then back into the whole word. 6. Pupils reread the word and match it to the colour coded card. 7. Sort the card into prefix or suffix. 8. Repeat with the remaining words. Check: pupil reads the words accurately and explains how the affix supports meaning.
5. Application Workbook session 10 min	Task: pupils complete the Lesson 1 workbook application task, sorting reviewed words by prefix or suffix and explaining one example. Check: pupil sorts most words correctly and explains one meaning change.
6. Mastery check 2-5 min	Adult says: "Tell me one prefix or suffix you reviewed today." "Read one reviewed word and explain how the affix changes the meaning." "Spell one reviewed word on your whiteboard." Close with: "Today you reviewed familiar prefixes and suffixes so you can use them more confidently in Level 5 reading and spelling." Guidance: Keep the ending brief, positive and specific. Check: pupil identifies an affix, explains its role in one word, and spells a reviewed example accurately.

Autumn 1, Week 1, Lesson 2: Review of syllable division

Section	Autumn 1, Week 1, Lesson 2: Review of syllable division
Lesson overview	Length: 50-60 minutes. LO: To divide multisyllabic words into syllables to support reading and spelling. Success criteria: I can clap and count syllables. I can split longer words into parts. I can use syllables to support spelling.
Resources	Pupil booklet: OG L5 Pupil Booklet Autumn 1: Corresponding texts and application practice questions for Lesson 2. Colour coded word cards for Autumn 1 Week 1 Lesson 2 - Review of syllable division. Autumn term fluency cards: cumulative fluency review cards matched to the pupil's current level. Other resources: magnetic letters or morpheme tiles, small whiteboard and pen, highlighter or pencil to mark the root, affix or syllable division point as appropriate, finger tracker or pointer.
1. Review deck 5-7 min	Adult says: "Listen to the word, clap the beats, and tell me how many syllables you hear." Use familiar multisyllabic Year 4 words. Model clapping, counting and pointing to each word part, then move quickly to pupil responses. Prompt with "How many parts?" "Where would you split it?" and "Which part comes first?" Guidance: Start orally before showing print. Check: pupil claps and counts syllables in several familiar words.
2. New concept Colour coded words session 3-4 min	Adult steps: 1. Say: "Today we are reviewing syllable division. Longer words are easier when we split them into parts." 2. Show one multisyllabic word card. 3. Say the word naturally, then ask pupils to repeat it. 4. Clap the syllables together and count them. 5. Mark the likely syllable break with a pencil or highlighter. 6. Read each part, then blend the whole word. 7. Repeat with one more model, then guide

	pupils through two examples. Check: pupil explains that syllable division supports reading and marks one split correctly.
3. Encoding Colour coded words session 10-15 min	Adult steps: 1. Show one colour coded multisyllabic word card. 2. Pupils say the word, clap the syllables and mark the split. 3. Pupils touch and say each syllable or word part. 4. Cover the card. 5. Pupils build the word with magnetic letters or morpheme tiles, one syllable at a time. 6. Pupils write the full word on mini whiteboards. 7. Reveal the card and check each syllable against the model. 8. Repeat with 4-6 words. Check: pupil uses syllable division to spell several longer words.
4. Decoding Magnetic board session 10-15 min	Adult steps: 1. Build one multisyllabic word on the magnetic board. 2. Pupils use a finger tracker to read the whole word. 3. Say: "Find the syllable split." 4. Pupils touch and read each syllable, then blend the whole word. 5. Adult slides the syllables apart, then back together. 6. Pupils reread the word and match it to the colour coded card. 7. Ask: "How did the split help you?" 8. Repeat with the remaining words. Check: pupil reads most target words accurately and explains how splitting helped.
5. Application Workbook session 10 min	Task: pupils complete the Lesson 2 workbook application task, marking syllable breaks in longer words and explaining one example. Check: pupil marks most syllable breaks accurately and explains one strategy.
6. Mastery check 2-5 min	Adult says: "Clap the syllables in one word." "Show me where you would split a longer word." "Spell one word using the parts to help you." Close with: "Today you reviewed syllable division so you can use it more confidently in Level 5 reading and spelling." Guidance: Keep the ending brief, positive and specific. Check: pupil counts syllables, marks a split correctly, and uses syllable knowledge to support one spelling.

Autumn 1, Week 1, Lesson 3: Stress and schwa review

Section	Autumn 1, Week 1, Lesson 3: Stress and schwa review
Lesson overview	Length: 50-60 minutes. LO: To identify stressed and unstressed syllables in longer words. Success criteria: I can hear the stressed syllable. I can spot an unstressed vowel sound. I can use this to check spelling choices.
Resources	Pupil booklet: OG L5 Pupil Booklet Autumn 1: Corresponding texts and application practice questions for Lesson 3. Colour coded word cards for Autumn 1 Week 1 Lesson 3 - Stress and schwa review. Autumn term fluency cards: cumulative fluency review cards matched to the pupil's current level. Other resources: magnetic letters or morpheme tiles, small whiteboard and pen, highlighter or pencil to mark the root, affix or syllable division point as appropriate, finger tracker or pointer.
1. Review deck 5-7 min	Adult says: "Listen to the word, clap the beats, and tell me which part sounds strongest." Use familiar longer words and stress-and-schwa cards. Model one or two examples, then ask pupils to identify the strongest syllable and any weaker vowel sound. Guidance: Keep this oral at first; repeat naturally, then in slow syllables if needed. Check: pupil identifies the stressed syllable in several familiar words.
2. New concept Colour coded words session 3-4 min	Adult steps: 1. Say: "Today we are reviewing stress and schwa. One syllable is stronger, and a weaker syllable may contain a reduced vowel sound." 2. Say a model word naturally, such as natural. 3. Ask pupils to repeat it. 4. Clap or tap the syllables. 5. Say the word again and ask: "Which part sounds strongest?" 6. Mark the stressed syllable. 7. Point to a weaker vowel sound if present and explain that it may sound less clear. 8. Repeat with two more examples. Check: pupil identifies the stressed syllable and one weaker vowel sound.

3. Encoding Colour coded words session 10-15 min	Adult steps: 1. Show one colour coded stress-and-schwa word card. 2. Pupils say the word naturally, clap the syllables and mark the stressed part. 3. Pupils point to any weaker vowel sound and say the spelling clue aloud. 4. Cover the card. 5. Pupils build the word with magnetic letters or morpheme tiles, touching each syllable as they say it. 6. Pupils write the full word on mini whiteboards. 7. Reveal the card and check the stressed syllable and weaker vowel. 8. Repeat with 4-6 words. Check: pupil marks stress and uses it to support spelling.
4. Decoding Magnetic board session 10-15 min	Adult steps: 1. Build one stress-and-schwa word on the magnetic board. 2. Pupils use a finger tracker to read the whole word. 3. Pupils clap the syllables and touch the stressed syllable. 4. Say: "Which vowel sounds weaker or less clear?" 5. Adult slides or points to that part, then returns to the whole word. 6. Pupils reread the word and match it to the colour coded card. 7. Pupils explain how the stress pattern helps reading or spelling. 8. Repeat with the remaining words. Check: pupil reads most target words accurately and explains the stress pattern.
5. Application Workbook session 10 min	Task: pupils complete the Lesson 3 workbook application task, marking stress and explaining one spelling choice linked to stress or schwa. Check: pupil marks stress accurately in most examples and explains one choice.
6. Mastery check 2-5 min	Adult says: "Tell me which syllable is stressed in one word." "Show me a weaker vowel sound in another word." "Spell one reviewed word on your whiteboard." Close with: "Today you reviewed stress and schwa so you can use them more confidently in Level 5 reading and spelling." Guidance: Keep the ending brief, positive and specific. Check: pupil identifies a stressed syllable, notices a weaker vowel sound, and spells one reviewed example accurately.

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.

Building Strong Readers & Spellers