

Lesson Pack **Autumn**

EdNest



OG Pathway • **Level 6**

Building Strong Readers & Spellers

Orton-Gillingham Continuation Pathway

Structured literacy intervention and dyslexia-informed teaching

Level 6 Autumn 1 Lesson Booklet

Autumn 1 weekly lessons

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 5. 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	Resources: Pupil booklet: OG L5 Pupil Booklet Autumn 1: corresponding texts and application practice questions for Week 1 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, magnetic board, 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 Level 5 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	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

session 3–4 min	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 and magnetic board 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 10 min	Task: pupils complete the Week 1 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: Stress, schwa and syllable division in multisyllabic words

Section	Autumn 1, Week 1, Lesson 2: Stress, schwa and syllable division in multisyllabic words
Lesson overview	Length: 50-60 minutes. LO: To review and apply stress, schwa and syllable division strategies in multisyllabic words. Success criteria: I can clap and tap syllables in a longer word. I can mark the stressed syllable. I can notice a weak vowel sound and use this to support reading and spelling.
Resources	Resources: Pupil booklet: OG L5 Pupil Booklet Autumn 1: corresponding texts and application practice questions for Week 1 Lesson 2. Colour coded word cards for Autumn 1 Week 1 Lesson 2 - Stress, schwa and syllable division in multisyllabic words. Autumn term fluency cards: cumulative fluency review cards matched to the pupil's current level. Other resources: magnetic letters or morpheme tiles, magnetic board, small whiteboard and pen, colour pencils for colour writing, highlighter or pencil to mark syllable division and stressed syllables, finger tracker or pointer.
1. Review deck 5-7 min	Adult says: "Last lesson we reviewed prefixes and suffixes. Today we will use that same part-by-part thinking to read and spell longer words from the previous lesson and from the Autumn review set." Show a small review deck containing familiar prefix/suffix words and a few longer words from the previous term. Pupils read each card, clap or tap the syllables, identify any known prefix or suffix, and say which syllable sounds strongest. Guidance: Keep the review brisk and cumulative. If a pupil hesitates, return to a known prefix/suffix word from Lesson 1, then try the longer target word again. Check: pupil recalls the previous lesson's prefix/suffix routine and begins to connect it to longer-word reading.
2. New concept Colour coded	Adult steps: 1. Say: "Long words can be read part by part. We clap the syllables, tap each part, listen for the strongest syllable, and notice any weak vowel sound." 2. Show one colour coded word card. 3. Pupils clap the syllables, then tap each syllable on the table or fingers. 4. Mark the syllable division with a pencil or highlighter. 5. Colour write

words session 3-4 min	the stressed syllable so it stands out. 6. Say the word again smoothly and notice whether an unstressed vowel sounds like schwa. Check: pupil can clap, tap and mark one target word with support.
3. Encoding Colour coded words session 10-15 min	Adult steps: 1. Show one colour coded word card. 2. Pupils say the whole word, clap the syllables and tap each syllable. 3. Pupils identify the stressed syllable and colour write that part first on the whiteboard. 4. Cover the card. 5. Pupils build the word part by part on the magnetic board using magnetic letters or morpheme tiles. 6. Pupils write the full word on the whiteboard, saying each syllable as they write. 7. Reveal the card and check syllable by syllable, correcting immediately if needed. 8. Repeat with 4-6 target words. Check: pupil spells target words more accurately by clapping, tapping, colour writing and checking each syllable.
4. Decoding Magnetic board session 10-15 min	Adult steps: 1. Build one target word on the magnetic board. 2. Pupils use a finger tracker to read the word from left to right. 3. Pupils clap the syllables, then slide or point to each syllable on the magnetic board. 4. Say: "Which syllable is strongest?" Pupils mark or point to the stressed syllable. 5. Ask: "Can you hear a weak vowel sound?" Pupils identify the schwa if present. 6. Match the magnetic-board word to the colour coded word card. 7. Pupils reread the word smoothly and use it in a short oral phrase. 8. Repeat with the remaining words. Check: pupil reads target words accurately and uses syllable division, stress and schwa awareness to self-correct.
5. Application 10 min	Task: pupils complete the Week 1 Lesson 2 workbook application task, marking syllables, stress and one weak vowel where appropriate. Check: pupil applies the routine to the workbook task with increasing independence.
6. Mastery check 2-5 min	Adult says: "Show me how you read a longer word today." "Clap it, tap it, mark the stressed syllable, and tell me if you hear a weak vowel." Close with: "Today you used part-by-part Orton-Gillingham strategies to make longer words easier to read and spell." Guidance: Keep the ending brief, positive and specific. Check: pupil demonstrates the routine on one word and explains how it helped.

Autumn 1, Week 1, Lesson 3: Retrieval of upper KS2 spelling conventions and target setting

Section	Autumn 1, Week 1, Lesson 3: Retrieval of upper KS2 spelling conventions and target setting
Lesson overview	Length: 50-60 minutes. LO: To retrieve and apply previously taught upper KS2 spelling conventions using known OG routines. Success criteria: I can break longer words into parts, identify familiar word patterns, and use careful checking to set one useful next target.
Resources	Resources: Pupil booklet: OG L5 Pupil Booklet Autumn 1: corresponding texts and application practice questions for Week 1 Lesson 3. Colour coded word cards for Autumn 1 Week 1 Lesson 3 - Retrieval of upper KS2 spelling conventions and target setting. Autumn term fluency cards: cumulative fluency review cards matched to the pupil's current level. Other resources: magnetic letters or morpheme tiles, magnetic board, small whiteboard and pen, colour pencils for colour writing, highlighter or pencil to mark roots, affixes, syllable division and stressed syllables, finger tracker or pointer, confidence-rating slips and target-setting sheet.
1. Review deck 5-7 min	Adult says: "This week we reviewed prefixes, suffixes, syllables, stress and schwa. Today we will retrieve those skills and connect them to upper KS2 spellings from the previous term." Show a mixed review deck from Lessons 1-2 and the previous term. Pupils read each card, clap or tap the syllables, identify any familiar word part or weak vowel, and name one helpful strategy. Guidance: Keep the review brisk, cumulative and confidence-building. Return to a known Lesson 1 or Lesson 2 word before moving back to a harder target. Check: pupil applies at least one recent or previous-term strategy to a review word.
2. New concept Colour coded	Adult steps: 1. Say: "Today is a retrieval lesson. We are not guessing; we are using the OG routines we already know." 2. Show one colour coded word card. 3. Pupils clap the syllables, tap each part, and use the colours to notice familiar roots, prefixes, suffixes or tricky vowel patterns. 4. Mark the useful part with a highlighter or pencil. 5. Colour write

words session 3-4 min	the part that helps most, such as the root, affix, stressed syllable or tricky spelling section. 6. Pupils rate the word as secure, mostly secure or not yet secure. Check: pupil understands that retrieval means using known multisensory strategies to decide what is secure and what needs more practice.
3. Encoding Colour coded words session 10-15 min	Adult steps: 1. Show one colour coded retrieval word card. 2. Pupils say the word, clap the syllables and tap each syllable or morpheme. 3. Pupils name any known prefix, suffix, root, stressed syllable or weak vowel. 4. Cover the card. 5. Pupils build the word part by part with magnetic letters or morpheme tiles. 6. Pupils colour write the most useful part, then write the whole word. 7. Reveal the card and check the word part by part, correcting immediately. 8. Repeat with 4-6 mixed review words. Check: pupil spells sampled words using familiar OG routines and part-by-part checking.
4. Decoding Magnetic board session 10-15 min	Adult steps: 1. Build one mixed review word on the magnetic board. 2. Pupils use a finger tracker to read from left to right. 3. Pupils clap the syllables and tap or slide each part on the board. 4. Ask: "What part do you recognise?" and "Which part helps you read or spell it?" 5. Pupils move or point to the root, affix, syllable or tricky spelling section. 6. Match the magnetic-board word to the colour coded word card. 7. Pupils reread the whole word smoothly and rate confidence. 8. Repeat with the remaining words. Check: pupil reads mixed review words accurately and explains at least one strategy used for decoding or self-correction.
5. Application 10 min	Task: pupils complete the Week 1 Lesson 3 workbook retrieval task, then record one strength and one next target. Check: pupil completes the workbook task and identifies one useful next step.
6. Mastery check 2-5 min	Adult says: "Show me one word that feels secure and one word that needs more practice." "Which strategy helped you most: clapping, tapping, colour writing, magnetic-board building or spotting the word part?" Close with: "Today you retrieved previous learning and used OG strategies to decide your next target." Guidance: Keep the ending brief, positive and specific. Check: pupil states one strength, one target and one strategy that supported learning.

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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