

Instructions for Guided Discovery and Stimulus Response Routine

Guided Discovery on new letter / sound

- Introduce the new sound / phoneme using **guided discovery: auditory, visual or tactile methods**. The teacher guides the learner to ‘discovery’ by saying words beginning with target sound: learner repeats each word and identifies the common sound (**auditory discovery**). Ensure **pure sounds** are demonstrated and produced
- Explore and discuss articulatory features in a hand mirror
- Guide learner to name the letter(s) / grapheme that represents the sound
- Teacher provides or pupil makes a flashcard with: letter(s) on front, ‘a’; on reverse place the sound /ă/, clue-word **apple** and picture
- Demonstrate how the letter(s) is / are formed. Allow the learner to:
 1. **Trace** over the teacher’s demonstration
 2. **Copy** the letter
 3. Write the letter from **memory**
 4. Write the letter with **eyes closed**. During each writing step the learner should articulate the sound and say the letter name.
- While holding the **flashcard** the learner should look at the letter(s) on the front and provide the letter sound(s) and clue-word. The learner checks by turning the card to look at the picture on the reverse side: e.g. “/fl/ flag”.

As cards are added the same steps can be used with the whole pack during revision in subsequent lessons to provide opportunities for overlearning and to develop automaticity.

Stimulus Response Routine

- Teacher makes the sound /ă/
- Learner says ‘a’ (letter name), writes ‘a’ and then says the clue-word ‘apple’.
- The teacher then starts from step 2 by saying the letter name and the learner responds by going ‘clockwise’ around the other 3 steps.
- The routine is repeated until all four starting points have been used by the teacher. Once familiarity with the steps has been established, it should become a quick routine to develop automaticity.

