

Target group teaching examples - YO-3

There are some really good example lessons to accelerate learning with focus groups on Tāhūrangi, but they are not that easy to find!

The following slides give you an overview of what is there. They are all stored on the same webpage, but you need to click multiple plus signs and do lots of scrolling to get to the slidesets.

<https://newzealandcurriculum.tahurangi.education.govt.nz/accelerating-progress-in-literacy-teacher-guidance/5637260827.p?activeTab=tab:2>

The slidesets are easy to follow and could be used by a teacher, learning assistant or parent help.

- Building oral language: targeted lesson plan
- Building phonemic awareness and phonics
- Building spelling skills
- Teaching handwriting
- Building vocabulary and morphology knowledge
- Building reading fluency
- Sentence structure for writing
- Building comprehension and understanding text structure

WEEK 1 day 3: Targeted lesson plan

Materials

- Copies of Seeds text — Junior Journal 50.1.2.2015.
- Vocabulary cards with definitions and visuals
- Graphic organiser — Main idea and details chart
- Highlighters (one per student)
- Another chart for text features (with examples of headings, diagrams, and captions)
- Sentence starters
 - "The heading tells me that..."
 - "The diagram shows..."
 - "The caption explains..."

Review (Use scaffolds as needed)

(I do) Display the vocabulary word bank on the board. Review two to three words — germination, sprout, seed coat.

Model how to use context to read word meanings.
"The word 'sprout' means the first small shoot that grows from a seed in the text it says, 'The sprout pushes through the soil.' This helps me understand what a sprout looks like and what it does."

(We do) Play a vocabulary quiz game as a group.

- Read a definition aloud and have students find the matching word in their text or on the word wall.
- Use sentence starters to guide responses:
"The word for this is _____ because it means _____"

(You do)

- In pairs, students review the vocabulary cards and highlight the words in their text.
- Ask students to say each word aloud and explain what it means in their own words.
- Scaffold by providing example sentences if students need further support.

YO-3, February 2025

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WEEK 1 lesson 3: Targeted lesson plan

Review

(I do) "Would anyone like to have it go if writing the two words to make a word or we were learning yesterday?" (Note correct answers)

(We do) "I am going to show you the phonics cards of the graphemes we have learnt. Remember a grapheme is two letters which make 1 sound."

Phonics engineering: "Let's use our fingers to spell words and sound out the phonemes or sounds in each word."

(I do) The word 'play' — "I say each sound with my phonics fingers or (if I forget) say the letters." (If I forget) say the letters. "play."

(We do) Think through a selection of revision card words together, engineering phonemes on fingers.

Building spelling skills — YO-3, February 2025

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WEEK 2: Targeted lesson plan

Review

Ask students to give their ideas about fluency. Listen for the words **accuracy, pace, and expression**. Reinroduce these with the meaning if needed.

Explicit teaching

Write the grapheme 'ai' onto the whiteboard when it is discussed.

(I do) Text introduction — [Flax on the Farm](#)

(We do) "This is the story that we are going to use today to practice our oral reading fluency. It's called 'Flax on the Farm' and it explains how Tā help flax to grow."

(You do) "What story text were? What sound and what words were you hearing about?"

(I do) Preview difficult words.
"Let's review some of the trickier words in the book. The word 'pollen' is in the story. You might remember hearing this word from the last time we read it. Pollen is a fine powder made by flowers, bees, and other plants. It helps plants make seeds to grow new plants. Some people may sneeze when they breathe in pollen. Let's look at the graphemes in pollen."

pollen

Say it with me as I run my fingers under each grapheme.

Another tricky word is 'grow' which has the letters 'ow' to represent the long o sound. We haven't practised this grapheme much yet, but you might remember it from words like snow or show. Let's map the sounds to letters together.

grow

Say it with me as I run my fingers under each grapheme.

(I do) Teacher modelling of fluency reading.
"Listen to me read this story out loud and follow the text silently. Notice how my reading pace is slower to let me use when I am talking."

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Targeted activities to support learning

Make It/Change It
(Use matching pair cards.)

- Teacher guides students to build words by matching phonemes to letter tile (segment a word).
- Students check they have made the target word (blend to decode).
- Teacher guides students to change one sound for new target word (segment to change).
- Students check they have made the new target word (blend to decode).

Bingo find
(Use bingo card for Kāhaka level.)

- Teacher says target word segments to sounds with students.
- Students find the target word — check by decoding.
- After all words are found, read all 6 words fluently with teacher guidance.

Building phonemic awareness and phonics — YO-3, February 2025

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Building oral language: targeted lesson plan

- Example lessons for focus groups to accelerate learning.
- Easy to follow and could be used by a teacher, learning assistant or parent help.
- Scroll down the webpage and select

Oral language as the foundation

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to access the slides.

Targeted lesson plan:

Learning new vocabulary
— first, then, next, finally



Building oral language: Targeted teaching example to accelerate progress at year 2

WEEK 1 lesson 3: Targeted lesson plan

Materials

- Vocab words on card.
- Text *On the Forest Floor*.
- Images from the story photocopied for students to manipulate.

beginning

middle

end

next

then

first

finally

Revise

Remind students in the last lesson we put three pictures into sequence and retold a story. Ask: 'What were the three words we used to sequence a story?' - Students respond: beginning, middle, end. (Note: If students can't recall, return to week 1 examples and review).

Put 'beginning, middle, end' cards on teaching table. Read them with the students, and revise what each word means

Explicit teaching

New vocabulary: Explain, "This week we are adding new words to help us sequence a longer story."

Read words from cards to students: first, next, then, finally.

Check understanding by asking students to tell you what they think each word means and give an example in a sentence.

Group the new vocabulary into beginning words, middle words, ending words with students and explain why.

Additional scaffold for vocabulary if needed

For words students are unsure of provide a simple definition, use it in a sentence, then ask them to tell you a sentence. Give a sentence starter as scaffold to help them if needed.

Example for "first"

- **Definition:** What happens at the beginning.
- **Sentence example:** The first thing I did when I got up was eat breakfast
- **Sentence starter:** The first thing I did when I got to school was...

Example for "next"

- **Definition:** What comes after something else.
- **Sentence example:** Next, I packed my lunch.
- **Sentence starter:** The next thing I did after breakfast was...

Example for "then"

- **Definition:** What happens after that.
- **Sentence example:** Then, I put on my shoes.
- **Sentence starter:** Then, I went outside to...

Example for "finally"

- **Definition:** The last thing that happens.
- **Sentence example:** Finally, I went to bed.
- **Sentence starter:** Finally, I finished my dinner and...

Monitor and provide explicit feedback to correct any errors.

Building phonemic awareness and phonics

- Example lessons for focus groups to accelerate learning.
- Easy to follow and could be used by a teacher, learning assistant or parent help.
- Scroll down the webpage and select

Building phonemic awareness and phonics to support decoding



to access the slides.

Supporting resource links:

[Ready to Read Phonics Plus](#) provides information about the RTR Phonics Plus scope and sequence, the decodable book phases, and supplementary resources.

Ready to Read Phonics Plus cards: [Sound cards – Kākano | Seed](#), [Phonics Cards – Tupu | Seedling](#), [RTR Phonics Plus Supporting games](#) for Kākano | Seed and Tupu | Seedling — Matching Pairs, Snap cards and Bingo boards

[Ready to Read Phonics Plus video guides](#) show how the resources are intended for use.

[Phonics checks](#)

Building phonemic awareness and phonics:

Targeted teaching
to accelerate learning in
new entrants

Targeted activities to support learning

Make it/Change it

(Use matching pair cards.)

- Teacher guides students to build words by matching phoneme to letter tile (segment a word; find the letters; build it).
- Students check they have made the target word (blend to decode).
- Teacher guides students to change one sound for new target word (segment to change).
- Students check they have made the new target word (blend to decode).



Bingo find

(Use bingo card for Kākano level.)

- Teacher says target word: segments to sounds with students
- Students find the target word — check by decoding.
- After all words are found, read all 6 words fluently with teacher guidance.



Note: [Ready to Read Phonics Plus resources](#) are used in this example.

Building spelling skills

- Example lessons for focus groups to accelerate learning.
- Easy to follow and could be used by a teacher, learning assistant or parent help.
- Scroll down the webpage and select

Building spelling skills



to access the slides.

Targeted lesson plan: New learning <a_e>



Building spelling skills:

Targeted teaching example to accelerate learning at year 2



WEEK 1 lesson 3: Targeted lesson plan

This lesson should be taught at an appropriate pace for students. If needed, alter or change activities to suit your timeframe and student needs.

Revise

(You do) "Would anyone like to have a go at writing the two ways to write the sound /ā/ we were learning yesterday?" (Note correct responses).

"I am going to show you the phonics cards of the graphemes we have learnt. Remember a digraph is two letters which make 1 sound."



Review cards: Use word cards containing previously learnt graphemes, such as:

- ai — rain pain wait complain
- ay — play stay away day clay sprays tray says.

"Let's 'speed read' these words and then highlight the graphemes 'ai' or 'ay'. I will do the first one."

Phoneme segmenting: "Let's use our fingers to spell words and sound out the phonemes, or sounds, in each word."

(I do) The word 'play' — "I say each sound with my phoneme fingers /p/ (1st finger taps) /l/ (2nd finger) /ay/ (3rd finger). Then I say it altogether, play."



(We do) Work through a selection of revision card words together, segmenting phonemes on fingers.

Teaching handwriting

Example lessons for focus groups to accelerate learning.

- Easy to follow and could be used by a teacher, learning assistant or parent help.
- Scroll down the webpage and select

Targeting handwriting



to access the slides.

Targeted lesson plan:

Practicing handwriting with mixed letter combinations



Handwriting: Targeted teaching example to accelerate learning at year 2



WEEK 2: Targeted lesson plan

What to do

"Can you find your card with the letter 't'?"

'T' says /t/

I will write the letter t.

't' says /t/.

I start from the top and line down, lift then cross in the middle.

I will also write the letter i.

'i' says /i/.

I start halfway, short line down, then a dot above.

Let's write a 't' together, then an 'i' next to it 5 times

t i t i t i t i

Start from the top and line down, lift then cross in the middle, start halfway, short line down, then a dot above.

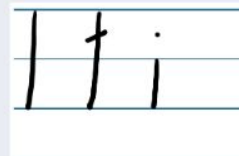
Can you show me letters which are the same size?"
(Intervention focus question)

What to notice

Reminder of accuracy over speed – Hare and tortoise analogy. Slow and steady not rushing like the hare.

Are letters formed correctly, sized, spaced, on the line?

Can students identify l and t are the same size?



Building vocabulary and morphology knowledge

- Example lessons for focus groups to accelerate learning.
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- Scroll down the webpage and select

Building vocabulary and morphology knowledge



to access the slides.

Targeted lesson plan:

Introduction to synonyms and antonyms



Building vocabulary: Targeted teaching example to accelerate learning at year 2



Day 2: Targeted lesson plan

(We do) Display the word 'happy' on the whiteboard and explain it is a word that has many synonyms. Ask students to provide any synonyms they might know for 'happy' and list them on the whiteboard, e.g. thrilled, pleased, glad, ecstatic, delighted. Fill in a graphic organiser for happy, for example —

happy

Synonyms: thrilled, pleased, glad, ecstatic, delighted

I am so happy to see you.

The cat was happy when it got a treat.



(I do) Show students a sentence that has gaps in place of certain words.

"I'm going to decide on a synonym to go in the blank space here. I will pick what I think fits the sentence best."

Show example: "The dog was _____ to go for a walk. (happy, thrilled).

"I think the dog would be more than happy! I will pick thrilled because that's a word that means more than just happy."

(You do) "Now it's your turn to fill in some sentences. Pick the word you think suits the sentence best."

Provide a cloze activity that students can fill in the gaps using synonyms for happy, for example —

- The children were _____ at the party. (joyful, cheerful)
- It made me _____ to see the sun. (glad, pleased)

Repeat the same activity for antonyms.

Monitor

Observe students as they work in pairs or independently. Listen to student responses to ensure they are using synonyms and antonyms correctly and understanding what they are.

Provide immediate explicit feedback to praise student use of vocabulary or correct their process. Use specific prompts to support their thinking.

Review completed cloze sentences for accuracy.

Building reading fluency

- Example lessons for focus groups to accelerate learning.
- Easy to follow and could be used by a teacher, learning assistant or parent help.
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Building reading fluency



to access the slides.

Targeted lesson plan:

Building reading fluency through echo, choral, and partner reading



Building reading fluency:

Targeted teaching example to accelerate learning at year 2



WEEK 2: Targeted lesson plan

Revise

Ask students to give their ideas about fluency is. Listen for the words **accuracy**, **pace**, and **expression**. Reintroduce these with the meaning if needed.

Choral read a previous text, focusing on fluency.

Explicit teaching

Write the grapheme 'ar' onto the whiteboard when it is discussed.

(I do) Text introduction — [Flax on the Farm](#)

"This is the story that we are going to use today to practice our oral reading fluency. It's called 'Flax on the Farm' and it explains how Tūi help flax to grow.



Who remembers reading this story last week? What sound and spelling were we focusing on? That's right, we were learning about the sound /ar/ as in star. How do we write this sound? That's right, we use the letters 'ar'."

(I do) Preview difficult words

"Let's review some of the trickier words in the book.

The word 'pollen' is in the story. You might remember hearing this word from the last time we read it. Pollen is a fine powder made by flowers, trees, and other plants. It helps plants make seeds to grow new plants. Some people may sneeze when they breathe in pollen. Let's look at the graphemes in pollen.

p	o	l	e	n
---	---	---	---	---

Say it with me as I run my fingers under each grapheme.

Another tricky word is 'grow' which has the letters 'ow' to represent the long o sound. We haven't practised this grapheme much yet, but you might remember it from words like **snow** or **slow**. Let's map the sounds to letters together.

g	r	ow
---	---	----

Say it with me as I run my fingers under each grapheme."

(I do) Teacher modelling of fluency reading

"Listen to me read the story out loud and follow the text silently. Notice how my reading pace is similar to the rate I use when I am talking."

Sentence structure for writing

- Example lessons for focus groups to accelerate learning.
- Easy to follow and could be used by a teacher, learning assistant or parent help.
- Scroll down the webpage and select

Sentence structure for writing



to access the slides.

Targeted lesson plan:

Creating sentences using word cards, including punctuation.



Sentence structure for writing:

Targeted teaching example to accelerate learning at year 1



WEEK 2: Targeted lesson plan

Revise

Ask students to what a sentence is. Listen for answers such as:

- It is something we say, read, and write.
- It tells a complete idea with a 'who' and a 'do'
- It can have a full stop at the end.
- It has a capital letter at the beginning.

Revisit some of the sentence frames from previous lessons. Ask students to read them aloud.

Explicit teaching

Materials: Word cards

(I do) Introduce word cards: "I have two piles of cards here. These ones are 'who' cards, like dog, bird, and cat. The others are 'do' cards, like sings, runs, and yaps. A simple sentence always has a 'who' and a 'do'."

Show students a range of cards. Also show a 'The' word card and a full stop card.

"We can put these word cards together to create a sentence. Let's make one from last week: 'The dog yaps.' I will put 'The' first, then my others words, and finally a full stop. That says: 'The dog yaps.'"

(We do) Ask students to repeat the sentence back to you as you point to each card.

Creating sentences

(I do) "With these words, I can create lots of different sentences. I'm going to change the 'who' card to 'duck', and the 'do' card to 'sings'. This sentence says: 'The duck sings.' Can you say the sentence with me?"

(We do) Students choral read sentence with you as you point to each word.



"Do we say the full stop card? No! But we still need to add it so people know where our sentence stops in our writing."

As students are reading, you can also reinforce fluency by encouraging phrasing and pace to their reading, e.g., The duck / sings.

Building comprehension and understanding text structure

Example lessons for focus groups to accelerate learning.

- Easy to follow and could be used by a teacher, learning assistant or parent help.
- Scroll down the webpage and select

Building comprehension and understanding text structure



to access the slides.

Targeted lesson plan: Identifying text features



Building comprehension and understanding text structure:

Targeted teaching example to accelerate learning at year 3



WEEK 1 day 3: Targeted lesson plan

Materials

- Copies of *Seeds* text — [Junior Journal 50 L2 2015](#).
- Vocabulary cards with definitions and visuals.
- Graphic organiser — Main idea and details chart.
- Highlighters (one per student).
- Anchor chart for text features (with examples of headings, diagrams, and captions).
- Sentence starters:
 - "This heading tells me that..."
 - "The diagram shows..."
 - "The caption explains..."



Revise (Use scaffolds as needed)

(I do) Display the vocabulary word bank on the board. Review two to three words — germination, sprout, seed coat.

Model how to use context to recall word meanings.
"The word 'sprout' means the first small shoot that grows from a seed. In the text it says, 'The sprout pushes through the soil.' This helps me understand what a sprout looks like and what it does."

(We do) Play a vocabulary quiz game as a group.

- Read a definition aloud and have students find the matching word in their text or on the word wall.
- Use sentence starters to guide responses:
"The word for this is _____ because it means _____."

(You do)

- In pairs, students review the vocabulary cards and highlight the words in their text.
- Ask students to say each word aloud and explain what it means in their own words.
- Scaffold by providing example sentences if students need further support.