

THRASS OPEN DAY at OXLEY PARK PRIMARY SCHOOL

Thursday, 29 June 2006, Milton Keynes, England

with thanks to Cathy Higgins, Headteacher,
Jane Ralphs, Deputy Headteacher, governors,
staff, pupils and parents for all their support

- 09.45 The Vision for Oxley Park: putting THRASS in context. Cathy Higgins, Headteacher
THRASS at Oxley Park. Jane Ralphs, Deputy Headteacher
Introductory walk around school.
- 10.30 Coffee
- 10.45 Lesson 1: Foundation Phase T1 - Picture Location (all visitors)
Lesson 3: Year 3 - T6 Phoneme Location (half the visitors)
Lesson 4: Year 4 - T8 Keygrapheme Recall (half the visitors)
and then the visitors will swop over to watch the other lesson (with the same focus).
- 12.00 Lunch
- 12.45 THRASS DualDisc 2006 on SMART Board - Alan Davies (all visitors)
- 1.00 Lesson 2: Year 2 - T9 Keyword Analysis (all visitors)
Lesson 5: Year 5 - Children will present their views on how THRASS impacts on learning
- 2.00 THRASS Phoneme Machine on SMART Board - Alan Davies and some Year 2s (all visitors)
- 2.30 Questions to Cathy, Jane and Alan.
- 3.00 Departure or (for those that wish to) further exploratory visits to classrooms and facilities.

Outline of Demonstration Lessons

Foundation Stage Demonstration

Lesson Focus: Picture Location (Stage T1); Essential Speaking and Listening skills

Lesson Purpose: Within Picture Location we are aiming for children to be able to locate and name the 120 outline pictures on the Class Picturechart by pointing with their index finger underneath each picture and naming it. It is vital that children are able to easily locate each of the pictures so that in the later stages of Keyword Location, Phoneme Location and Keygrapheme Recall the children can make links between the pictures, the keywords, the phoneme boxes and the keygraphemes. In this lesson children will focus on locating individual pictures on the Class Picturechart whilst utilising important speaking and listening skills such as describing, categorising, making comments, asking questions and responding to actions.

Activities that will be demonstrated

- Using the Phoneme-Grapheme cards, desk Picturecharts and Class Picturechart to facilitate locating skills.
- Using drama to embed knowledge of which pictures are on the chart.
- Cross-curricular application – exploration of the theme “All about me” to encourage locating skills, speaking and listening skills and higher order thinking.

Year 3 Demonstration

Lesson Focus: Phoneme Location (Stage T6)

Lesson Purpose: Within Phoneme Location we are aiming for children to be able to locate and articulate the 24 consonant and 20 vowel phonemes on the Class Picturechart. As the children learn ‘where the sounds live’ on the chart they begin to understand that regardless of whether a phoneme is represented by graphs, digraphs, trigraphs or quadgraphs, the phoneme remains the same.

Activities that will be demonstrated

- Utilising the Phoneme-Grapheme cards to replicate the phoneme boxes on part of the THRASSchart – firstly working with pictures, then turning over to demonstrate the keyword and bold keygrapheme, thereby making explicit the relationship between phoneme and grapheme.
- Focusing on one particular phoneme box and exploring spelling patterns linked to specific phonemes – development of visual memory of which spelling choices are right for specific words.
- Locating games that involve the children in making choices about where they would place words that are not on the THRASSchart according to the phonemes within the segmented word.
- Cross-curricular exploration of topic words linked to history.

Year 4 Demonstration

Lesson Focus: Grapheme Location (T4); Keygrapheme Recall (T8)

Lesson Purpose: Once the children have mastered the skill of locating and naming the graphs, digraphs and trigraphs in the consonant and vowel sections of the THRASSchart (T4), they begin to develop their skills of memory and sequential order by visualising and spelling the 120 keygraphemes on the Class Graphemechart. The wider aim is for children to understand that keywords are able to be recalled by focusing attention on associated keygraphemes.

Activities that will be demonstrated

- Games to secure knowledge of graphs, digraphs and trigraphs
- Environmental application through the identification and analysis of graphemes on packaging, signs etc.
- Paired learning – analysis of class spellings, focusing on links between graphemes and phonemes.
- Exploration of keygraphemes on the THRASSchart through use of individual overwrite charts.
- Keygrapheme Recall challenge

Year 2 Demonstration

Lesson Focus: Keyword Analysis (T9)

Lesson Purpose: Having spent time reading, spelling and analysing the 120 keywords on the THRASSchart, children are encouraged to apply their analysis skills to other words in the context of a whole sentence.

Activities that will be demonstrated

Children will focus on analysing particular words within a given sentence to allow them to accurately write the sentence. Analysis will take place within a specific context to encourage children to write for a purpose and begin to understand how they can apply the skills of keyword analysis to their everyday writing.

Children will use the Class Picturechart and Graphemechart and the Phoneme Machine to help them in their analysis.

Year 5 Presentation

Presentation Focus: Children will present their views on how THRASS impacts on their learning.

Presentation Purpose: To demonstrate the application of THRASS in Upper Key Stage 2. A range of children (those with Special Educational Needs, those who find spelling and reading difficult and higher ability children) will share how THRASS helps them, as individuals, to learn.

As well as presenting individually, the children will demonstrate how they use THRASS in a peer learning situation to assist them with complex concepts such as unstressed vowels in polysyllabic words.