

## Same Day Additional Phonics Session Phase 2

### GPC and Blending

#### Communal language:

1. 'Sound out/STS' – 'Say the Sounds' - m-a- n (point + sweep)
2. 'Blend, RTW' - 'Read the Word' - 'man'. Bounce it.

Focus on the GPC's they need to retain or blending skills with a key focus on a particular phoneme.

Short sessions of just GPC recognition or just word blending may also be used for target groups.

### 1.Recognition of GPC

#### A Super quick

1. Collaborative Countdown: 'Together... s, a, t, i ....' (support by articulating just 2 or 3 then gradually step back as appropriate).

Bring any they struggle with repeatedly to the front.  
(1 or 2 mins)

**Or**

#### B Intensive

1. Collaborative Countdown: 'Together... s, a, t...'
2. 'Your turn.' Children read graphemes.
3. Challenge: Super-fast/ mixed order as appropriate.  
(2-3mins)

### 2.Blending To Read Words ( with phonemes previously taught)

1. Collaboratively read words. 'Say the sounds, read the word' – 'good blending.' AFL- step in/out to support when apt.

2. **Your turn, again** (children do). Mixed order/faster. "We can sound out/blend to read words."

3. Challenge: Choose 2 or 3 words to **sound out in head and read whole word out loud**.  
(3- 5 mins max)

## **Additional Phonic Lesson Phase 2**

### **GPC, blending, new phoneme**

#### **1. Recognition of GPC**

1. *Collaborative Countdown: 'Together... s, a, t, i ....' (support by articulating just 2 or 3 then step back)*

Bring any they struggle with repeatedly to the front.

'We know our phonemes.' (1-2 mins)

#### **2. Word blending (words with phonemes previously taught)**

**1.Countdown** - collaboratively blend to read a bank of words (used in revise and review)

*'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.*

*Pause to say a sentence.*

*Extend by repetition using steps 2, 3 above if apt.*

*Ensure you emphasize key phonemes and the blending process for reinforcement.*

#### **3. Teach or Reinforce a Phoneme**

'Let's learn a new phoneme.'

**1.Hear it:** Play with the sound – (MTYT) '**mm....**' **2 or 3 times**

**Sound talk:** mman, mmmoon, mmountain x 3 words Chn **blend** to say the word ( use visuals/objects)

**2. Read it: 'This is what 'm...' looks like.'** Show the grapheme.

'em' (letter name) makes the sound...' **mmm**' -(MTYT) X 2/3 times.

**3. Hide and find it:** *Point to our sound 'm' when you see it! Talk Partner "our sound is..."*

Children quickly read GPC's , with a focus upon new phoneme 'm', which you repetitively bring to the front for repeated exposure.

**4. Focus Read-** x4,5 focus sound '**m**' words.

Model blending process x2 words. (highlight **m** if required for some words)

**1.Your turn:** Children blend to read words.

**2.'Mix it up/faster'**

3.Challenge: 'Super-fast/ **Sound out in your head , in your head- read the whole word out loud.'**

'Good blending. We can sound out words!'

*Repeat this bank of words (step 4) throughout the day as often as possible.*

*Ensure you 'show off' the focus phoneme to prepare children to spot it before blending .*

*Gradually add words with other phonemes and 'show them off' as you add them to pack/prior to blending so they are set up to succeed.*

*Model blending process with 1 or 2 new words.*

*Repeat steps 2 and 3 as appropriate.*

