

Intervention Workshop

The teaching steps of L&S intervention sessions.
Top Tips for blending and ways to ensure effectiveness.

Tracking intervention.



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Letters and Sounds Intervention

Blending

Intensive (Sandwich)		Phase 3+
M O Y		1.Digraph/trigraph/split- digraph 2.Sound out 3.Read the word*
coat c-oa-t coat goat g-oa-t goat moan throat		ai- s-ai-l = sail ai- s-n-ai-l= snail ai- p--ai-n= pain ai- t-r-ai-n =train ee- s-ee= see ee - sh-ee-t = sheet
For fluency round 2.... 2.Mix it up! Rapid read- 'super fast' 3. Challenge: Silent sounding out- Read it!		

Top Tips for 1:1 interventions

- Focus on learning – stick to the point – what we will achieve .
- Sit side- side, writing hand away from child – clear view .
- Sit at child's level.
- Clutter free- no distractions.
- Stay calm and positive throughout.
- Silent praise (smile, nod or thumbs up).
- Minimal instructions
- Minimal terminology – minimise cognitive overload.
- Consistency-methods, pace, gesture, routines, resources, expectations.
- Repeat , repeat , repeat- layering method.
- Scaffolding: Model – MTYT and you do approach.
- Sound buttons/ point and sweep/ simple to complex words- simple
- How to close a session?

Precise
Prepare
Positive
Pitch- tight focus for the session.
Progress- at end of session child will.....
Mirror method- MTYT
Daily- systematic
AFL + review- PRAISE

Short, sharp and clear focus

Oral Blending Intervention

1. You will need 3 or 4 picture cards (CVC)
2. Show the child one picture (I do it).
3. Sound-talk the pictures in an exaggerated manner, but do not say the word (you do it) child repeats. Child to point to the picture.
Can they copy and say b-u-s?
- 3A. Extend so adult sound talks- b-u-s and child blends to say the word 'bus'
4. Repeat this process with all four pictures.
5. Sound-talk a picture. Child to point to the picture. When the child points they need to sound-talk the picture and blend to say the word. B-u-s= bus (child sound talks **and** says word)

progression: 1. Hear the sounds b-u-s (+point to image) 2. Adult- says 'b-u-s' = 'bus'
child blends to say 'bus' 3. child can blend and segment: b-u-s- bus

Win it! Code recognition

Pre 1: Put new phoneme to be taught to the side.

1. **First, model** reading the sounds- encourage the child to jump in.

2. **Then 'you do- say the sounds'**. Child says the sounds.

1. Show the unknown/new grapheme (flashcard).
2. Emphasise the shape using your finger by running it over the grapheme saying the sound as you go along. (hear it)
3. Use MITYT, using gesture to get the child to repeat this at least 3 times.
4. Sing/ show off the new phoneme in with a collection of known graphemes.
5. Go through all of the graphemes.
6. If the child recognises the grapheme, put it at the back and continue to show the cards.
7. If the child doesn't recognise the grapheme tell them the phoneme - 'bounce it x 2 times' and repeat by keeping it at the front of the pack.

Can be made into a game- by counting how many times a child 'wins' the grapheme (recognises it).

GPC Recognition: Grid method

Use the SSP assessment to identify the gaps. Choose 1 grapheme to focus on per day. You Prepare a grid and graphemes, i.e on card or post-its.

1. Write the focus grapheme at least 2 times per row in random places on the grapheme chart. Add 3 graphemes that the child knows fluently into the other spaces on the chart.
2. Show the unknown grapheme (flashcard). Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along. Ask child to repeat.
3. **Show the unknown grapheme (on the chart) and say the phoneme (I do it).**
4. Ask **child to repeat this (you do it) at least 3 times** with the pointing to the grapheme in the **same place at first, then in different places on the chart** (across, down + random. Repeat again, fast, slow as apt)
5. **Adult to point to all of the graphemes in order and child to say the phoneme.**
6. If the child doesn't recognise the grapheme, bounce the sound using MTYT gesture, get the child to repeat and continue until secure. If not secure, do collaboratively to end on a high.
7. Repeat, **building on fluency.**
8. **Challenge:** Now rapid read some flashcards to assess the child's ability to read the taught grapheme. (Model once if apt and not assessing)

GPC check -

m	d	p	m	i
i	p	m	d	a
p	m	m	d	i
p	m	i	p	d
d	i	m	m	p

Mix it –up : Word Blending

Resources: list of words (apt to the phase) that contain graphemes the child knows fluently (3 or 4). Blending with known GPC so the focus is upon blending.

1. Make one of the words with separate grapheme cards. Point to each grapheme, saying the phoneme.
2. Point to each grapheme and sweep your finger from left to right under the graphemes. Say the word as a whole as you sweep.
3. Push the cards towards the child. They then repeat step 1,2. point and sweep (say the sounds, blend to read the word).
4. 'Mix it up' – teacher models mixing up the individual graphemes. Put them into the correct order saying the phoneme for each grapheme to make the word. Sweep your finger from left to right under the graphemes. Say the word as a whole as you sweep. Point & Sweep.
5. Slide the cards towards the child, ensure you say the word they are to build. Repeat step 2.
6. Now pick up the whole word- model sounding out and blending the word.
7. Child to repeat step 5.
8. Repeat steps 1 – 6 with remaining words.

* Alternatively: Read all 3,4 words made as whole words on a flash card/list after the above steps to end the session.

This strategy is applies to all phases, including digraphs and trigraphs.

What next?

- Actions back in school:
- Learn the steps
- What have you reminded yourself about/ learned today?
- How will you share with others back in school?
- How will you timetable and organise lowest 20% support?

Adapted by J. Thompson- see Letters & Sounds.

Notes: