



Scaffolding Skills

How to support the less able during whole class sessions?

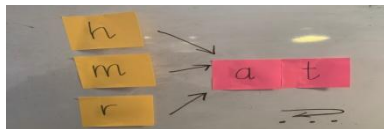
- Direct line of vision.
- Revise and review: Collaborative recall, recognition of phonemes and blending.
- Revise and review content will secure prior learning (past 2-3 weeks plus any gaps).
- Write focus phoneme in a different colour i.e float.
- Emphatic point and sweep.
- Pitch: Ensure phonemes, content and challenge meets the needs of all children.
- Assessment for learning, teach and fix in the moment, then address in additional practise later that day.
- Additional adults positioned to support key children.
- A support pack, key resources ready, i.e sound chart.
- Consistency- methods, pace, gesture, routines, resources, expectations from class- group to 1-1.
- Class frieze in clear view near teaching area.
- Precise and positive reinforcement.
- Participative and engaging.
- Regular reviews and gap analysis.

What works well in other schools?

- Whole class mastery approach with same day in class short, sharp additional practise (advocated by L&S)
- Whole class teaching with smaller SEN group, drawn from across the year group.
- Whole class into 2 large groups.
- Whole class with a pre-teach for less able.
- Phase groups.

Key Strategies to support the vulnerable learners

Brilliant Blending!



- Onset and rime cat c-**at**= cat p a t , p- **at** = pat (oral)
- Constant language, robot talk and sound exposure. Regular practise throughout the day.
- Collaborative- sandwich technique **cat--- c-a t= cat** (teacher reads word, all sound out, children read word)



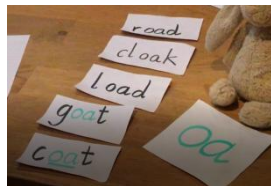
MOY technique

- *My turn- speedy modelling (as apt)*
- *1.Our turn- altogether*
- *2.Your turn- now children have a go.*
- Repetition- exposure of focus phoneme multiple times in a session and to close the session.
- **Intensive blending:** 1.Digraph? 2.STS, blend RTW- useful. Always explicitly model or emphasize words with a new phoneme when added for challenge.
- Collaborative read, 'our turn- your turn.'
- Sound buttons/ point and sweep/ simple to complex words- repeated practise.

Point and Sweep



- Pointy finger to track left to right and point to sounds in words- beg, mid and end.
- After blending, **bounce** the word for clarity.
- Focus of session and clear ending on a high (simple- complex- simple word exposure)

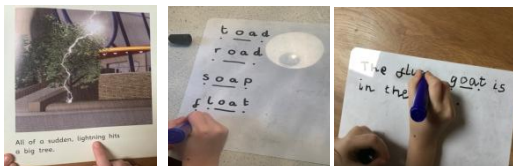


- **Hints and tricks for same day additional practise- keep up, not catch-up!**
- Short, sharp + precise focus daily, i.e 5 mins.
- Revise and review makes a speedy 5 min session. Countdown! Focus on precise content and/or skill.
- Discrete parts of teaching sequence, i.e part of the revise and review to revisit GPC recognition of key phonemes they are not secure with.
- Blending boosts! Directed tasks, job of the day, visible throughout and used as a tool for reading and writing.
- Regular rapid reading of GPC's- countdown.

GPC's + Blending boosts= Constant Consolidation



Tool for application



Pre teach or revisit a new phoneme- follow all the steps (not writing step, minimal terminology) + Rapid read (step5) with focus words.



Word blending: Collaboratively sound out to blend words (repeat these few words over and over- mixed up/ random, fast, faster- in your head). Then add words with other phonemes.

- End a revisit/additional practise session with 'spot the sound' (in the pack/ on a sound chart) – so repetitively looking for and saying the focus sound.
- Use lesson plans from Covid recovery training.

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1-1 Intervention Tips

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

Intervention programmes:

- 5 minute box www.fiveminutebox.co.uk/the-five-minute-box
- <https://phonicsintervention.org>
- <https://phonicsintervention.org/no-nonsense-phonics-skills>

Switched on reading switched on writing

Toe by Toe

Letters & Sounds interventions