Scaffolding Skills

- Assisted blending to independent
- Bounce it
- Point and sweep
- Soundbuttons, colour, images (objects)
- Word complexity
- Repetition (of blending, repetition of sounds in words-- oat,--oat, --oat)

Challenge: use and say terminology, complex words, use and apply, no soundbuttons for blending support.

How to support the less able during whole class sessions?

- Direct line of vision.
- Revise and Review: **Collaborative** input for recall, recognition of phonemes and blending.
- Write focus phoneme in a different colour   i.e fl<mark>oa</mark>t.
- Pictures and objects.
- Point and sweep.
- Pitch: Ensure phonemes, content and challenge meets the needs of all children.
- Spelling: Go back and add sound buttons to explicitly segment the word <u>one last time</u> to lock it in!
- Insist on all children **using their sound buttons** (fingers) as you write.
- Insist on everyone **'saying the sounds'** as they spell words.
- Word exposure: Simple to complex words- repeated practise. *i.e b<mark>oa</mark>t, c<mark>oa</mark>t, r<mark>oa</mark>d, toad, cloak throat, toast, coast, floating.*
- Repeated rounds of blending. *10 -15 words blended twice rather than 30 words once.*
- 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.
- Consistent methods: pace, gesture, routines, resources, language, high 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.

How to challenge the more able in whole class teaching?

- Word complexity (more complex 2 syllables, etc).
- Progress to sounding out fluently and sounding out in their head to read whole words.
- Challenge to segment and write other words with....
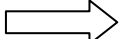- Use and say terminology.

- Use and apply.

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!
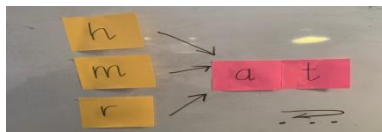
- Onset and rime cat c-**at**= cat ..... (oral)
- Consistent language, robot talk and sound exposure.
- Regular practise throughout the day.
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- Collaborative- sandwich technique **cat--- c-a t= cat** *(teacher reads word, all sound out, children read word)*
- 1.Assisted Blending ⟹ 2.Indepdendent blending

MOY technique: Assisted blending to Independent
- Collaborative read, 'our turn- your turn.'

- *1. My turn- speedy modelling (as apt)*   *1.Model 1,2 children do a few.*

  2. Our turn- altogether   *2.Mixed/faster + challenge*

- *3.Your turn- now children have a go.*   *3. In your head. Read the whole word aloud.*
- Repetition- exposure of focus phoneme multiple times in a session and to close the session.
- Collaborative read, MTYT 'our turn- your turn.'
- Repetition: Repeated exposure of focus phoneme multiple times in a session and to close the session.
- Repeated rounds of word blending.
- **Intensive blending:** 1.*Digraph?* 2.*STS, blend read the word*.
- Always explicitly model or emphasize words with a new phoneme when added for challenge.
- Sound buttons, explicit point and sweep .

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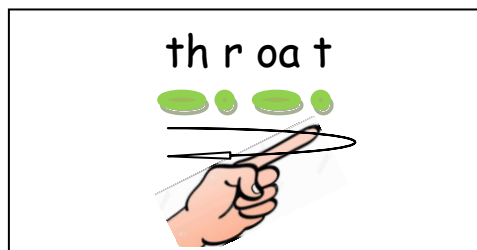
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- Pointy finger to track left to right and point to sounds in words- beg, mid and end.
- After blending, **bounce** the word for clarity.
- Simple- complex- simple word exposure: *i.e boat, coat, road, toad, cloak toast, coast boat, coat .*
- Precise focus of session and clear ending on a high.

- **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! How many in 1 minute?
- 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.

Tool for application

GPC's + Blending boosts= Constant Consolidation

Pre teach or revisit a <u>new</u> **phoneme**- follow all the steps (not writing step, minimal terminology) + Rapid read (step5) with focus words.
Word blending: 1.Assisted Blending 2.Indepdendent blending.
 i.e 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 GPC 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.

1-1   Intervention Tips (summary from training)

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.five**minutebox**.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