

Rapid Phonics Progression Intervention Map (draft) June21

Phase	Recognition GPC'S	Blending Skills	Activities <i>Mirror, mime, do</i>
Tuning in hear and say it. Oral blending Oral segmenting Oral segmenting and blending	<i>My turn your turn (sound talking)</i> <i>Your turn (blending)</i> <i>Segmentation- chop it up.</i> <i>Blend and segment cvc (orally) m-a-n= man.</i>	Say and repeat words and phrase and rhymes. Supported blending – ‘blend it’ c-a-t= ‘cat’ Supported segmentation- ‘sound talk’ c-a-t- ‘c-a-t’ Oral blending and segmentation c-a-t= cat----- ‘c-a-t=cat’	‘Tuning in’ See phase 1 Oral B&S
Phase 2 <i>sat pin md go ck</i> <i>*cke urh bflss ckff ll jvwxyz zz</i>	Recognition- letters	Sounding and blending ph2 words vc (a + i + o + e +) at as an am / in it is cvc + Blend and segment m-a-n= man (with graphemes)	<i>Get the sound (flash card- GPC)</i> <i>Mix it up blending</i> <i>Grapheme grid</i>
	Recognition (automatic/super fast)	Reading ph2 words fluently - in their heads	
Phase 3 <i>ch sh th ng* ai ee igh oa</i> <i>oo/OO ar or ur ow oi or air ear er</i>	Recognition <i>Single letter</i> <i>Digraph or trigraph</i>	Blending to read ph3 words	<i>As above</i> <i>Repeated rounds of blending- drill down to digraph technique.</i>
	Recognition (automatic/super fast)	Reading ph3 words fluently - in their heads	
Phase 4 <u>cvcc/ccvc (adjacent consonants)</u>	<i>cvcc polysyllabic- End blends</i> <i>ccvc/ ccvc polysyllabic- two sounds to blend at beginning.</i> <i>ccvcc/ccvcc polysyllabic - two/three at end/ beginning</i>	Blending to read ph4 words Reading ph4 words fluently- in their heads	<u>Checklist:</u> <i>Focus?</i> <i>Apt space?</i> <i>Pace?</i> <i>Modelled/Collaborative pre-teach?</i> <i>Explicit scaffolding?</i> <i>Revisit errors?</i> <i>Repetition?</i> <i>End on high?</i> <i>Positive praise?</i> <i>Mime?</i> <i>Challenge (no modelling to assess/challenge)?</i> <i>End on a high?</i>
Phase 5 – see updated order DFE. Part 1: <u>more graphemes</u> <i>ay ou ie ea oy, ir, ue, aw wh, ph, ew, oe au</i> <i>i-e o-e u-e e-e a-e</i>	Recognition-letters <i>Single letter</i> <i>Digraph or trigraph</i> <i>Split digraph</i> <i>Alternative pronunciation</i> Recognition (automatic/super fast)	Blending to read ph5 words Reading ph5 words fluently- in their heads	
Tricky words: Phase 2 the to I no go into	Phase 3 he she we me be was my you her they all are		Read it Read it –super fast
Phase 4 said so do have like some come were there little one when out what	Phase 5(part 1) oh their people Mr Mrs looked called asked could		Read it Read it –super fast

* 1-1 and small group. Highlight priority focus area (target) for additional practise and annotate/highlight date achieved.

