

Intervention Workshop

Training aimed at: Phonics Leaders, and Teachers and TAs who deliver intervention sessions.

This training will cover:

How to support less able in whole class teaching.

Keep-up strategies and same day additional practice.

High impact strategies to maximise progress in blending.

Rehearse and refine the teaching steps of L&S intervention sessions.

Removing barriers to blending and ways to embed phonics, pre-teach and keep-up sessions for sound recognition, segmenting and blending for reading.

Tracking intervention.

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Phonics Intervention



Keep up, Not Catch up Strategy

Reaching the lowest 20% and Vulnerable learners

Adequate time allocation for all aspects of Letters & Sounds, as appropriate to children's needs, capacity and context.

Daily QFT session Same day additional practise Interventions Reading

Whole class QFT Daily lesson (average 20 mins)

Spotlight & Scaffolding to support lowest ability

+ frequent practise throughout the day of oral blending & segmenting, GPC flashcard recognition, blending boosters 'countdown.'

Revise key aspects that need reinforcement.

Strong AFL to secure learning in the moment + that day for key children.

Target vulnerable learners.
Direct line of vision, near an adult, close monitoring +AFL.

Same day in class intervention Short, sharp precise focus

(5 mins approx)

Identify children 1-1/key groups in need of same day in class additional practise.

GPC recognition
Blending ccvc's (blending 3 sounds at the beginning of words)
Blending using 'oa'
Etc....

Not just a lesson re-run!

1-1 Precision intervention (5 mins)

Plan, target and track those in need of 1-1 precision intervention: Mix it up blending, win it GPC's recognition, etc.

Correct pitch so learning is targeted to a **precise gap**.

5 mins per child more effective than 15 mins large challenging group.

Target and Track: Rapid Phonics Intervention Map

Child	Targeted Phonics	Blending Skills
Child 1	Targeted Phonics	Blending Skills
Child 2	Targeted Phonics	Blending Skills
Child 3	Targeted Phonics	Blending Skills
Child 4	Targeted Phonics	Blending Skills
Child 5	Targeted Phonics	Blending Skills
Child 6	Targeted Phonics	Blending Skills
Child 7	Targeted Phonics	Blending Skills
Child 8	Targeted Phonics	Blending Skills
Child 9	Targeted Phonics	Blending Skills
Child 10	Targeted Phonics	Blending Skills

Early morning work: Phonic task, i.e write what you see. Use and apply prior day's phonemes. Meanwhile TA's have SEN 5 min phonics 1-1/1:2 intervention.

Continuous consolidation of phonics in the setting. Must do job of the day, directed tasks and frequent practise.

Targeted additional practise of precise skill GPC's or blending with certain phonemes, perhaps the new phoneme introduced that day.

You noticed in the lesson, some chn don't grasp blending 3 consonant clusters at the beginning or grasp a particular few digraphs so you are going to address this to be achieved by end of the day.

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
 - 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**
 - End on a high!
- Short, sharp and clear focus**

Precise focus

Pre-teach (collaborative/MTYT)

Prepare

Positive

Pitch- tight focus for the session.

Progress- at end of session child will.....

Mirror mime MTYT

Daily- systematic

AFL + review- PRAISE

Oral Blending Intervention

Simple model:

1. Hear the sounds *b-u-s* (+point to image) 'bus' (identify image)
2. Adult- says 'b-u-s' = bus (repeat slow...fast) **child blends to say 'bus'**
3. Repeat after me..... (S&B) .
Adult: *b-u-s* = bus..... Child repeats to **blend and segment: b-u-s- bus**

Onset and rime used for word 'families' to blend. *Always say individual sounds c-a-t.



Blending boosts throughout the day.

Early Blending

Robot game



Aim: oral blending

Teacher (sound talks) the word: s - e - n - t Child says the word 'sent.'

Ext: can child both segment and blend to say the word?

Resources:

A few sound (grapheme) and images.

Outcome: Recognise M and say/hear 'm' in words. Vocabulary.

Mmmmm... mmman, mmmmmmug mmmmooooon mmmmmountain Our sound is.....?

Show image/m and say what you see, emphasizing the 'm.'

Get the sound! Code recognition

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

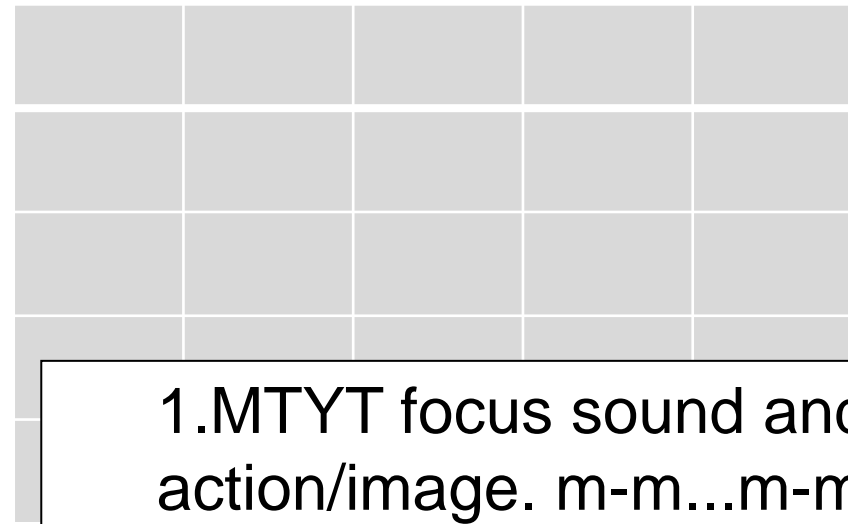
1. First, model reading the sounds- encourage the child to jump in. Collaborative/MTYT

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 MTYT, 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, MTYT- 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).

Grapheme grid -

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



m

1. MTYT focus sound and action/image. m-m...m-m...
2. **MTYT Read across** (**MTYT**) *first row supported
- 2A. Child continues (**IND**) unsupported*
3. Go across, down, up, etc. (**IND**)
4. Read Randomly (Assess)
5. **Quick fire- read with other sounds.**

Goal: child can read focus sound/s without adult.

End on high: Our sound is.....!!!!

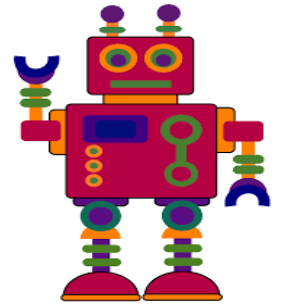
If the child doesn't recognise the grapheme, bounce the sound using MTYT gesture, get the child to repeat and continue until secure. If not secure, do collaboratively to end on a high.

Repeat, **building on fluency.**

**Challenge: Now rapid read some flashcards to assess the child's ability to read the taught grapheme. (Model once if apt and not assessing)

Blending Skills

COPY



- **Oral blending and LOTS of it!**
- Use of **visuals**

Sound boxes – Children touch each box as they say a sound in a word, and then blend the sounds together. You can also have children push a counter into each box to blend.



Dots & Arrows - Children touch a dot as they say each sound, and then slide their finger along the arrow to blend.

Magnetic Letters – Physically show blending with magnetic

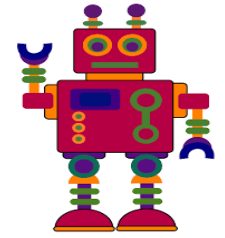


'red' together.



COPY

Blending Skills



- Start with **two** sounds then add third sound
- Start with **continuous sounds** (a e f i l m n o r s u v w z)
- Say the first sound the loudest and then get softer as you get to the end of the word. Children tend to start blending with the loudest sound they heard.

m a n

- Blend the first two letter sounds together and then snap it with the final letter sound.

ma - n

- Stretch the word in a continuous flow of sounds.

mmmmaaaannnn

Blending

Intensive (Sandwich)		Phase 3+
<p>M O Y</p>		<p>1.Digraph/trigraph/split- digraph 2.Sound out 3.Read the word*</p>
<p>coat c-oa-t coat goat g-oa-t goat moan throat</p>		<p>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</p>

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For fluency round 2....

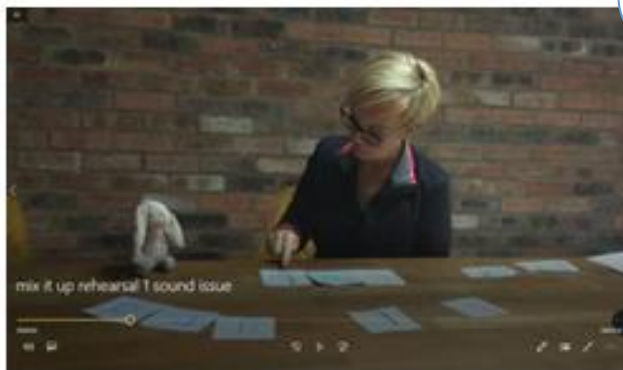
2.Mix it up! Rapid read- 'super fast' 3. Challenge: Silent sounding out- Read it!

Mix it up! (all phases- CVC and digraphs/trigraphs)

COPY



1. Pre teach sounds



2. Point & sweep word making



3. Read words 'oa' c-oa-t coat

2a. Make word 2b. Mix it up- make it again!

1. Pre teach sounds MTYT 1a. Say the focus digraph/trigraph (if apt)
2. Say the word, then say each sound as you put the sounds together to make the word.
3. Point and sweep to blend and say word.
4. Push towards the child- your turn! They repeat. **'Say the sounds. Blend to read the word.'**
5. Repeat again but **'mix up'** the graphemes. Child repeats this, i.e mix it up... **'coat'**

Note the last word they hear is the word you want them make.

Challenge round: Quick read words as whole units on card.

Tip: read digraph then say the sounds if this is the target. i.e 'oa' c-oa-t coat.

See website for resources

- Scaffolding skills
- Practise map
- Intervention tracking grid
- Key messages for keep-up, not catch up
- Next:
- What are your priorities?
- Organise staff master class to rehearse strategies and activities.