Early blending Step 2 Blending with magnetic letters/ separate GPC's.

Janet Thompson- to support RWinc 'Leaning to Blend' school portal

Chn are secure with oral VC/ CVC blending and are have a bank of sounds they already know. 'Let's read sounds we already know.....'

Read sounds *intensive support MTYT/Collaborative or Our turn/your turn (OY).

1.Adult orally blends (slow to fast) 2.MTYT   3. Children repeat **'m-a- t=mat'**
mmm....a...t   m—a..t .... mat

Model mmmmmm....   ' a'.......   't'

1.Watch me   2. sound out   3. 'Your turn'   4. m-a-t =mat
'Say the sounds,   & point and sweep   'Again': chn blend again
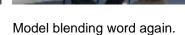read the word'   m-a-t—mat
(Fred talk- RTW)*SCHEME SCRIPT

 Precise praise! Well done- good blending/sounding out/Fred talk.

Model again: Move letters to make word EXACTLY as children will do.

'mat' m... a t   Model blending word again.   Your turn: say the sounds to
                                                                    make... *'mmmmat'*
                                                                    *Ask chn to keep sounding out/
                                                                    Insist on saying sounds out loud.

  Good sounding out!

'Sounds down. Next word ....

    Pre-teach single sounds: s, a, t,p , i ,n, m, t ......

1. Oral sound/Fred talk 'word' m-a-t= mat... MTYT
2. MODEL- flip chart/pocket chart using letter cards m-a-t cards= mat (point and sweep)
3. Model again on small board. (children's version)
4. Chn do.
5. Repeat for 3,4 words. Use images to support if apt.

    See scheme: Phase 2/set 1 single sounds/ set 1 up to 16.

    When ready also collaboratively read words on (green words) flashcards as whole unit.

    Tip: build a class list and speedily <u>**re-read words made that session**</u>- fluency.

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