Phonics Interventions at Minchinhampton

Expectations: rules and routines

Remind children of our high behavioural expectations before the lesson begins and throughout:

- Insist on **SHELL** – **S**it **H**ands **E**yes **L**isten **L**earn

- Refer to the 4Ps – **P**ride / **P**articipation / **P**aying Attention / **P**erseverance

Approach in lesson of 'no child left behind'

ie methods used for carefully watching / evaluating / **insisting on participation** / **understanding** before moving on.

Note when writing, watching them write (the process) can be more useful than viewing the final product.
Note when air writing or sounding out etc – as many adults watching as possible to check that all are 'getting it'.

Bug Club Phonics Catch-up Exercises

Some children will require additional review and practise to 'keep up'. Bug Club Phonics has identified catch-up exercises that focus on specific phonics skills and aim to provide additional practice/intervention to consolidate children's phonic knowledge and close any gaps in learning identified from assessments. The planning documents provided can be used to support members of staff delivering these interventions.

Using Bug Club Phonics Interventions

- Interventions are designed to be used 1:1. Where appropriate, however, a small nurture group could be organised where the gaps in learning are the same.
- The interventions are short and pacey; the member of staff delivering the intervention must be prepared with any resources needed.
- The interventions must be specific to what the child needs to focus on – use assessment data and informal assessment from the whole class session to determine this.
- Once a child has learned what the focus is, move on - for example, the oral blending intervention may only be needed for a few weeks.
- These interventions can be used across all Key Stages.
- The interventions are most effective when they are used regularly.

The three main interventions are as follows:

- Oral blending (and segmenting)
- GPC (Grapheme Phoneme Correspondence) Recognition
- Blending for Reading

Depending on the assessment data, exercises can be selected by the teacher that they feel are best suited to meet the learning needs of the individual child. Where appropriate, interventions may be combined e.g. a GPC recognition exercise may be used at the start of the intervention that then focuses on blending for reading – using focus GPCs.

Overview of interventions

Oral blending: During this intervention, the teacher models sound-talking and oral blending for the child. The child will then practise this skill.

GPC Recognition: This intervention involves deliberate over-learning, re-teaching, and repeated exposure. Before this intervention, you will need to assess the child's grapheme knowledge and be aware of any sound gaps.

Blending for reading: This intervention supports a child who requires additional practice for blending. You will need to be aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying them.

Each intervention should be around 5 minutes if working 1:1.

Phonics Tracker

Assessment	**Summative (6 weekly):** Interventions are based on most recent assessment data from Phonics Tracker and observation for oral blending.
	Ongoing: yellow stickies/writing on intervention plan to be used alongside mental notes regarding progress e.g. which children are struggling and with what specific aspects/need extra support.
	Phonics Tracker print outs to be used to support on-going assessment of gaps being closed.

Area of support: Oral blending (and segmenting)

Children mastering this skill can:

- ✓ **Orally blend Phase 2, 3, 5 words**
- ✓ **Orally segment Phase 2, 3, 5 words**

Catch-up Exercise	Methodology
1. To support a child who is beginning to blend some sounds	• The teacher selects a word suitable for the level of learning (matched to assessment data). • The teacher then introduces the child to a variant of 'I spy', where they sound out a chosen word to match to a picture stimulus e.g. "I spy something with the sounds 'd-o-g'" – do not blend the word. • Encourage the child to repeat the sounds to help them blend the word. • Teacher model and over-model if needed. • The child points to the object in the picture and sounds and blends to determine the answer e.g. 'd-o-g', dog.
2. To support a child who cannot yet blend sounds	• The teacher has prepared 3 or 4 picture cards of objects that are of a suitable level of learning for orally segmenting and blending (matched to assessment data) and places them face down on the table. • The teacher asks the child to pick one of the cards and turn it over to reveal the picture. • When picture is showing the teacher says 'This is a h-a-t' sound talking the word – do not blend the word. Repeat modelling saying 'My turn' – 'h-a-t' at a faster pace and blend the word hat. pointing at the picture.

	- The teacher then says 'Your turn' and encourage the child to orally segment and blend the word as modelled. - Repeat with the other 2/3 picture cards. - Once all cards are revealed ask the child to point to the different pictures by sound-talking each word e.g. 'Can you find the 'd-o-g'? Can you find the 'h-a-t'?' etc.

Bug Club Phonics Catch-up Exercises

Area of support: GPC (Grapheme Phoneme Correspondence) Recognition

This intervention can be used to react to the day of teaching.

If using retrospectively, identify which GPCs the child knows/doesn't know. Tracking the GPCs that the child knows allowed those GPCs to be reviewed as part of the session, and to plan the words that the child can read.

Children mastering this skill can:

Phase 2

- ✓ **Give the sound when shown any Phase 2 grapheme, securing first the starter letters s, a, t, p, i, n.**
- ✓ **Find any Phase 2 grapheme, from a display, when given the sound.**

Phase 3

- ✓ **Give the sound when shown all or most Phase 2 and Phase 3 graphemes.**
- ✓ **Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound.**

Phase 4

- ✓ **Give the sound when shown any Phase 2 and Phase 3 grapheme.**
- ✓ **Find any Phase 2 and Phase 3 grapheme, from a display, when given the sound.**

Phase 5

- ✓ **Give the sound when shown any grapheme that has been taught.**
- ✓ **For any given sound, write the common graphemes.**

Catch-up Exercise	Methodology
1. To support a child recognise a given GPC.	**Preparation** - The teacher selects six graphemes that the child can recognise confidently from the *Resource Cards: Graphemes* packs found in 'Planning' under 'Resource Cards and Word Cards'. - The teacher selects a further focus grapheme – identified as a gap in knowledge on Phonics Tracker. - Select up to six word cards from the Word Cards found in 'Planning' under 'Resource Cards and Word Cards', which contain the focus GPC. **Method** **Review** the six grapheme cards with the child, showing the cards one by one, encouraging them to identify and sound out the graphemes.

	• **Re-introduce (Teach)** the focus GPC showing child the flashcard – model sound and ask child to copy – repeat a number of times, showing the grapheme card. • Put the focus GPC in the pack of grapheme cards and review the cards again asking the child to identify and sound out each of the graphemes. During this time, also encourage the child to spot the focus grapheme, repeating this activity three times, putting the focus GPC in different positions in the pack to be spotted. • **Practise and Apply:** Using the word cards – show the focus GPC – mix up the cards and place them down in front of the child one by one – model spotting the GPC in the word and then segmenting and blending the sounds to read the word. Child to then repeat this activity. Repeat with the remaining word cards.
2. Review activity **To support a child recognise given GPCs.**	**Preparation** • Select 3 to 4 GPC cards from the *Resource Cards: Graphemes* pack found in 'Planning' under 'Resource cards and Word Cards' that the child is less familiar with (these cards could be GPCs that the child has recently been reviewing) **Method** • The teacher mixes up the cards with the letter-side facing downwards. The child then draws a card and is encouraged to identify and sound out the grapheme on the card.

Bug Club Phonics Catch-up Exercises

Area of support: Blending for Reading

When using this intervention, you can support children who have good GPC recall or who have learnt a new GPC and are now applying it within their reading.

Children mastering this skill can:

Phase 2

✓ **Blend in order to read VC and simple CVC words and pseudo words consisting of Phase 2 graphemes.**

Phase 3

✓ **Blend and read CVC words consisting of Phase 2 and Phase 3 graphemes.**

Phase 4

✓ **Blend and read words containing adjacent consonants.**

Phase 5

✓ **Read phonically decodable two-syllable and three-syllable words.**
✓ **Read automatically all the words in the list of 100 high frequency words.**

Catch-up Exercise	Methodology
1. To support a child to blend.	**Preparation** • The teacher selects six *Word Cards* found in 'Planning' under 'Resource Cards and Word Cards' containing known GPCs and if appropriate a focus GPC **Method** • Lay out the word cards, flipping them upside down on the table and mixing them up. • The teacher asks the child to turn over a card. • The child sounds and blends to read the word on the card – teacher to model if needed. • Continue until all the cards are flipped over.
2. To support a child to blend.	**Preparation** • Select GPC cards from the *Resource Cards: Graphemes* pack found in 'Planning' under 'Resource cards and Word Cards' to build three words e.g. duck, ship, thin **Method** • The teacher models building a word using the grapheme cards and then model segmenting and blending the word (My Turn) • Ask the child to repeat this (Your Turn). • The teacher then models shuffling up the cards before building the word again before blending (My Turn). • Again, ask the child to repeat this (Your Turn) • The teacher then shows the words on a word card for the child read, encouraging greater fluency.
3. To support a child to blend.	**Preparation** • The teacher selects up to six *Word Cards* found in 'Planning' under 'Resource Cards and Word Cards' containing known GPCs and if appropriate a focus GPC **Method** • The teacher places the words in a pile. • The teacher then asks the child to go through the cards. • The child sounds and blends to read the word on the card – teacher to model if needed. • Continue until all the cards have been read.