

## **Same Day In Class Intervention Phase 2**

GPC recognition followed by word blending is highly effective. Use your additional session to meet the needs of your children. Focus on the GPC's they need to retain or blending skills with a key focus on a particular phoneme. Repeated practise and modelling will embed and gain fluency.

Short sessions of GPC recognition or purely word blending may also be used for target groups.

### **GPC Recognition**

#### **Version A**

1. *Collaborative (countdown): 'Together... s, a, t, i ....' (support by articulating just 2 or 3 then gradually step back if appropriate).*

Bring any they struggle with repeatedly to the front.

(2 mins)

**Or**

#### **Version B**

1. *Collaborative (countdown) 'Together... s, a, t...'*

2. *'Your turn.' Children read graphemes.*

3. *Challenge: Super-fast/ mixed order as appropriate.*

(2-3mins)

### **Word blending**

#### **Rapid Read (words with phonemes previously taught)**

1. **Collaborative** - read words. **'Say the sounds, read the word' – 'good blending.'** AFL- step in/out to support when apt.

2. **Your turn, again.** Mixed order/faster. *"We can sound out/blend to read words."* (children do)

3. **Challenge:** Choose 2 or 3 words to **sound out in head and read whole word out loud.** (children do)  
(3, 4 mins)

## **Additional Phonic Lesson**

### **GPC Phoneme Recognition**

1. *Collaborative (countdown): 'Together... s, a, t, i ....' (support by articulating just 2 or 3 then step back)*

Bring any they struggle with repeatedly to the front.

'We know our phonemes.' (2 mins)

### **Word blending**

#### **Rapid Read (words with phonemes previously taught)**

**1.Countdown** - collaboratively blend to read a bank of words (used in revise and review)

*'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.*

*Pause to say a sentence.*

*Extend by repetition using steps 2, 3 above if apt.*

*Ensure you emphasize key phonemes that need reinforcement.*

### **Teach/ Reinforce a Phoneme**

Let's learn a new sound.

**1.Hear it:** Play with the sound – (MTYT) **'mm....' 2 or 3 times**

**Sound talk:** mman, mmmoon, mmountain x 3 words Chn **blend** to say the word.

**2. Read it- 'This is what 'm...' looks like.'** Show the grapheme.

\* **'em' (letter name) makes the sound... mmm..." mmm"** -(MTYT) X 2/3 times.

**3. Hide and find it:** *Point to our sound 'm' when you see it! Talk Partner "our sound is..."*

Distinguish focus phoneme from others previously taught.

**4. Focus Rapid Read-** x4 - 6 focus sound **'m'** words.

Model blending process x2 words.

**1.Your turn:** Children blend to read words.

**2.'Mix it up/faster'**

**3.Challenge:** 'Super-fast/ **STS in your head- read the whole word out loud.'**

'Good blending. We can sound out words!'

Ensure you 'show off' the focus phoneme to prepare children to spot it before blending .

Gradually add words with other phonemes and 'show them off' as you add them to pack/prior to blending so they are set up to succeed.

Model blending process with 1 or 2 new words.

Repeat steps 2 and 3 as appropriate.

### **Communal language:**

1. **'Sound out/STS'** – **'Say the Sounds'** - m-a- n (point + sweep)

2. **'Blend, RTW'**- **'Read the Word'** - 'man'. Bounce it.

