Same Day In Class Intervention Phase 3-5

GPC Phoneme Recognition

Version A

1.Collaborative (countdown) 'Together... ai, ee, igh.... '
Bring any they struggle with repeatedly to the front and emphasize until secure.
(2 mins)

OR

Version B

1. Collaborative (countdown) 'Together... ai, ee, igh....'
2 . 'Your turn.' Children read graphemes. (children do)
3.Challenge: 'Super fast'/ mixed order as apt (children do)
(2 -3mins)

Word blending
Rapid Word Read (words with phonemes previously taught)

Show the focus phoneme- MTYT my turn, your turn (digraph, trigraph or split-digraph) Can we blend words using....?

1.Collaboratively blend to read words asking children to spot a digraph or trigraph.
'***Digraph-ea? Say the sounds s-ea , blend to read the word-'sea'***.
2. Your turn: Mixed order/faster *(children do).*
3.Challenge: Choose 2 or 3 words to sound out in head and read whole word out loud.
 (children do)

Repeat and vary pace, order until fluent. (3-5 mins)

Start with words using sound buttons, then extend to read words without sound buttons.
Extend learning by adding words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.
Model blending process with a few new words .
Repeat steps 2 and 3 as apt.

Additional Phoneme Lesson

GPC Phoneme Recognition (flashcards/PowerPoint: Are you ready?)

1. Our turn 'Together... ai, ee, igh…. (support by articulating a few phonemes then gradually step back if appropriate)
AFL: 'We know our digraphs/trigraphs.'

Word blending Rapid Read (revise words with phonemes previously taught)

1.Countdown- Collaboratively blend to read revision 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.
Repeat again with steps 2,3 above if apt.

Teach a Phoneme

Lets' learn a new sound.
1.**Hear it**: Play with the sound – (MTYT) *'ea....' X 2,3 times*
Sound talk: *s-ea-sea, t-r-ea-t-treat, d-r-ea-m-dream x 3 words Children blend and segment to SAY the word.*

2. Read it- *'This is what ea... looks like.'*
The letter 'ee' and 'ai' (letter names) make the sound...ea.. (MTYT- children repeat) **X 2,3 times**
'Two letters, one sound is a digraph.' –MTYT.

3. Hide and find it: *Point to our sound 'ea' when you see it!* Distinguish focus phoneme from others previously taught.
Talk Partner "our sound is..."

4. Focus Rapid Read- x 6 -8 (approx) focus sound **'ea'** words.

1.Collaborative read words asking children to spot the focus phoneme: ***Digraph? Say the sounds, blend to read the word.***
2. Your turn: Mixed order/faster (children do)
3.Challenge: Choose 2 or 3 words to sound out in head and read whole word out loud (children do).

10 minutes approx

Start with words using sound buttons, then extend to read words without sound buttons.
Add words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.
Model blending process with 1,2 new words .
Repeat steps 2 and 3 as apt.

Communal language:

1. 'Digraph?- ea'   2. '*Say the sounds   s-ea-t* ' *(point + sweep)*
2. *'Blend, to read the word (RTW)- 'seat'* . Bounce it.