

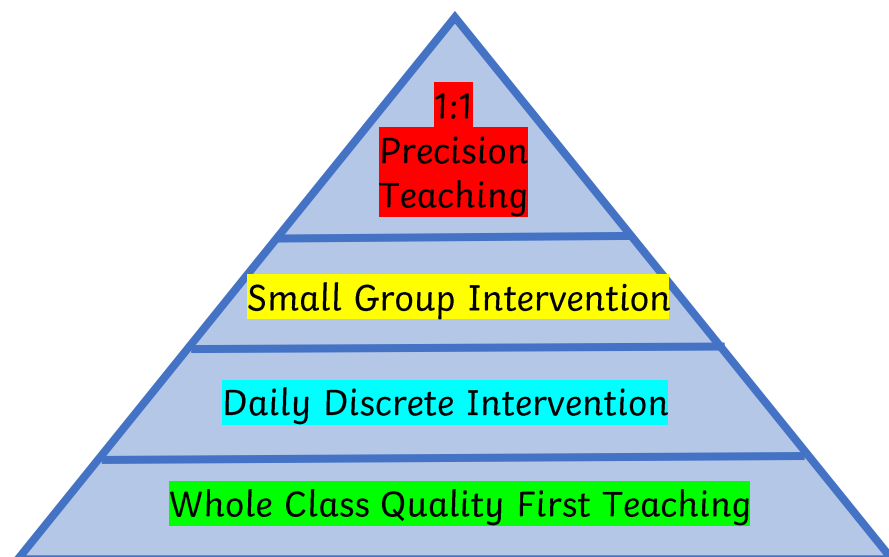
Springdale Phonics Intervention Programme



*A guide to supporting staff plan and deliver
phonics interventions that allow all children to be
successful in their acquisition of phonics.*

Phonics Intervention at Springdale First School

Springdale Phonics Intervention follows a graduated structure. All children in EYFS and KS1 receive daily **Whole Class Quality First Teaching**. Some children will need additional opportunities to secure knowledge from the phonic sessions and will be targeted by staff to receive **Daily Discrete Intervention**. This is delivered through the use of regular flash carding and engagement in phonics across the wider curriculum. A small number of children will require further support and will need more tailored and specific intervention. They will have regular additional sessions where they will work in **Small Groups** on common gaps. For children with specific difficulties **1:1 Precision Teaching** will be planned and delivered based on gaps identified from summative assessments.



Phonics Intervention for the Lowest 20% of Readers

Springdale Phonics Intervention Programme looks to mirror the structure of a phonics session, utilising the revisit, teach, practise and apply scaffold. Interventions are planned in response to the most recent formative and summative assessments.

The sessions are short and focused and aim to support children in working with increased fluency, whether that be in reading or writing. Sessions focus on the skill of blending or segmenting. Interventions follow a two-day cycle with one day blending to read and the following day segmenting to spell. The flow chart below details the generic structure of a phonics intervention, the practise and application activity change depending on the focus skill being taught. The aim is to move learners from hearing, recognising and writing graphemes in isolation, to reading and writing them within words and finally to within sentences.

Daily Discrete Intervention

Children who are not secure in recognising their taught graphemes are to be targeted by staff throughout the day using flashcards and resources available around the classroom as part of their daily routines. Trackers are used to identify specific children and their knowledge gaps.

Small Group Intervention based on misconceptions/gaps from Whole Class Lesson using formative assessment

1:1 Precision Teaching for Bottom 20% based on gaps from summative assessments/trackers

Reception/Year 1/Year 2 3 x weekly

Revisit/Review

Flashcard recall of a selected group of phonemes, including the focus/new phoneme.

Teach

- >Introduce focus phoneme, using Jolly Phonics Flashcard/Frieze/Song/Action
- >For digraphs/trigraphs discuss the individual letters that make up the phoneme
 - >Say the phoneme in different voices
- >Practise identifying the grapheme in isolation by playing games like 'Win it' or 'Splat It'- repeat until grapheme is recognised.

[Lowest 20% Win It - YouTube](#)

Practise – promote fluency

Blending Day – Read a selection of words containing the focus phoneme using phoneme fingers. Add sound buttons, discuss the number of phonemes in the words, the position of the phoneme etc.

Segmenting Day – Write the grapheme, focusing on formation. Practise writing dictated words containing the focus phoneme on phoneme frames or building with magnetic letters.

Apply

Choose from bank of games depending on skill being taught.

Blending Day – Move on to reading captions and sentences containing words introduced in 'Practise' section

Segmenting Day – Write a dictated sentence(s) containing words introduced in 'Practise' section

Support for Teaching Phonics at Springdale

Area of development	Teaching/ Learning	What to do...
<u>Oral Blending and Segmenting</u>	My turn, your turn blending and segmentation	<i>Teacher models first to blend e.g. c-a-t = cat, children then blend to read Teacher models first to segment e.g. dog = d-o-g, children then segment to write</i>
	Show me the word blending (Show me your Blending)	<i>Put a range of pictures out. Teacher to say a blended word e.g. w-e-b show me the w-e-b Use actions to show blending e.g. touch your 'kn-ee-s'</i>
	Tell me the word blending (Feely Bag Blending)	<i>Place objects in a bag. Teacher to say e.g.: I can feel a...'f-i-sh'. Child to find the fish toy. Take an item out of a bag – what can you see, it's a 'lea-f'/ s-o-ck and place the objects on a mat – say the names. Introduce robot for robot talk b-u-s</i>
	Physical segmentation (Chop it up)	<i>Teacher to model e.g. 'dog' – phoneme fingers 'd-o-g A toy wants a picnic but he only understands sound talk, he wants jam – tell the toy in sound talk e.g. j-a-m</i>
<u>Learning a Letter</u>	Single-letter sound correspondence	<i>E.g. 's' – show a picture of a snake, make ss sound, wave hand like a snake/ tell a story of a snake, say children's names/ other words with 's' sound. Trace shape of 's' on the picture of the snake and say 's', children to join in. Write 's' next to the snake and children to repeat 's'. Say 'snake – 's' Show children card with 's' written (grapheme) and image – children to say snake/ 's' depending what they see. Model/ discuss letter formation of the letter, children to join in in the air/ on hands/ whiteboards/ paper</i>
	A digraph or trigraph	<i>E.g. 'sh'. Hear it and say it – say the grapheme with the Jolly Phonic rhyme, children to join in, Say words/ names with the sound. See it and say it – Show children 'sh' and tell them the sound needs two letters to make one sound, we show this with a line under the sound. Remind children of any other known digraphs/ trigraphs. Write some words with the 'sh' sound and children to find the 'sh' sound and draw a line under the grapheme. Children to read/ write the sound.</i>

	Split digraph	<i>E.g. 'i-e'. Children to sound talk and show fingers for a word with a grapheme that makes the same sound that isn't a split digraph e.g. 'tie'. Children to think about what needs adding to make 'time'. Hold the 'm' next to 'tie' and discuss that that isn't correct. Cut the 'ie' and put the 'm' in between them, draw a line linking i-e. Repeat with other words.</i>
	An "alternative" (new) grapheme	<i>Other activities: Best bet (create a table with different ways to write a phoneme/ spot the phonemes in a story and notice how they can be written differently)</i>
	Alternative pronunciation	<i>Show a word with the known grapheme e.g. 'milk', children to sound talk it and read it. Show a word with an alternative pronunciation e.g. 'find' and discuss that the grapheme 'I' will have a different pronunciation. Sound talk other words and discuss the pronunciation.</i>
<u>Letter Recognition</u>	Flashcards	<i>Children to say the sound as quickly as possible when they see the grapheme – A4 or A5 cards with mnemonic and letter (could use Frieze/ fans)</i>
	Are you Ready?	<i>Interactive whiteboard – graphemes flash up quickly and children to say the sounds</i>

<u>Blending and Reading Words</u>	Reading a word (letter cards or magnetic letters)	<i>Show a word using letter cards or magnetic letters (e.g. VC/CVC), sound talk the word and tell children the word. Children to repeat. Repeat with other words. Children to sound talk another word with teacher and tell their partners the word. Repeat with more words. Show another word and children sound talk it, teacher to sound talk it and children to say the word, repeat. Show another word, children to sound talk it and then say the word. Repeat</i>
	Reading a word (sound buttons)	<i>Show a word (e.g. VC/CVC) and draw sound buttons under each letter, sound talk the word and tell children the word. Children to repeat. Repeat with other words. Children to sound talk another word with teacher and tell their partners the word. Repeat with more words. Show another word and children sound talk it, teacher to sound talk it and children to say the</i>

		<i>word, repeat. Show another word, children to sound talk it and then say the word. Repeat</i>
	Read the word (find the digraph, trigraph, sound buttons and bars)	<i>Show children a word, model/ discussion about the digraph, trigraph, putting in sound buttons/ bars. Repeat with the class and children to do independently/ in pairs</i>
	Read it Fast/Countdown	<i>Show a list of words, one underneath each other. Aim of the activity is to read as many word as possible before the timer finishes – could do it as a class/ partners/ groups</i>
	Flashlight Blending	<i>Use touch lights as sound buttons. Place letters on top of each light. As you press the light, encourage the children to sound out the word. Discuss the number of phonemes, the position of focus phonemes etc</i>
	Trellis Blending	<i>Use a stretchy trellis to encourage blending sounds back together. Have the trellis outstretched with the letters in a word across. After sounding out each letter, model closing the trellis and squashing all the letters back together. Discuss the number of phonemes, the position of focus phonemes etc</i>
<u>Reading Captions and Sentences</u>	Reading a caption to fluency	<i>Teacher to model reading the caption using intonation/ expression and pace. Can sound talk first and also note any tricky words, count the number of words, spot the focus phoneme. Images to support.</i>
	Reading a sentence to fluency	<i>Teacher to model reading the sentence using intonation/ expression and pace. Can sound talk first and also note any tricky words, count the number of words, spot the focus phoneme. Images to support.</i>
<u>Letter Recall</u>	Fastest Finger	<i>Teacher model pointing and saying the sound, children to share the same activity and then do it independently.</i>
	Quick-copy	<i>Show children a word with the grapheme underlined. Children to make the word using magnetic letters and say the phoneme and read the word. Repeat.</i>

	Quick-write	<i>Teacher to say the sound of a grapheme (with mnemonic and action if needed), children to write it saying the letter formation pattern as they do</i>
<u>Segmenting and Spelling (words)</u>	Spelling a word (wordbuilding with letter cards or magnetic letters)	<i>Say a word (e.g. CVC) and then sound talk it, holding up 3 fingers. Say another CVC word and children to sound talk it e.g. 'sit'. Model finding 's' from the magnetic letters/ sound cards and put it on the phoneme frame, then same with 'i' and 't'. Repeat with another word, children to sound talk it and say what to put in the phoneme frame and repeat on their own frames</i>
	Spelling a word (phoneme frame or phoneme line)	<i>Say a word e.g. CV word and then sound talk it, hold up 2 fingers. Say another word and children to sound talk it e.g. 'it'. Model writing 'i' and put it in the phoneme frame, then same with 't'. Repeat with another word, children to sound talk it and say what to put in the phoneme frame and repeat on their own frames Teacher to say a word and hold up fingers needed, sound talk it and point to a finger for each phoneme. Children to copy. Hold fingers up and write the letters of the word in the phoneme frame, children to write the word in their phoneme frames. Say another word, children to sound talk it and teacher to write as children sound talk. Repeat but leave a letter off the writing.</i>
	Checking spelling (Check It)	<i>Model editing/ re-reading work, checking for correct phonemes and sound order. Show some examples with errors and discuss what they are and model correcting them. Repeat with children as a shared and then partner/ independent activity.</i>
<u>Spelling Captions and Sentences</u>	Writing a caption	<i>Display and discuss an image, ask children to help you write a caption e.g. 'cat in a hat'. Say caption together repeatedly (use actions/ partner talk). Children to tell teacher first word, ask what letters are needed and write it, remind children of finger spaces/ punctuation. Repeat with the other words.</i>

	Writing a sentence	<i>Display and discuss an image. Children to help teacher write the sentence e.g. 'The clown did the best tricks'. Say the sentence all together and to partners/ actions. Children tell the teacher the first word, ask what letters are needed (make a point of a capital letter) and repeat for the other words. Make a point of the full stop/ question mark/ exclamation mark and finger spaces.</i>
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Area of development	Independent Application	What to do...
<u>Blending and Reading Words</u>	Word and Picture Match	<i>Set out word cards and picture cards, children to match words to the pictures. Can do the same with sentences. Choose a picture and show fully formed words e.g. show a cat and 4 words, find the word cat – read each one and recognise initial letter sounds etc</i>
	Word Grids	<i>Put a word out and each phoneme, this card says 'pig' can you make 'pig'. Children to put each phoneme in a grid to make the word.</i>
<u>Reading Captions and Sentences</u>	Match It	<i>Display caption/ sentence and images, sound talk each word and read the whole caption/ sentence. Children to say which image the caption/ sentence belongs to, can be done independently. Discuss the number of words, reinforce sentence structure language – capital letters, finger spaces, full stops etc.</i>
	Yes or No?	<i>Children to have yes/no cards. Display a yes/no question, children to read the question and decide if the answer is yes/ no. Discuss the number of words, reinforce sentence structure language – capital letters, finger spaces, full stops etc.</i>
	Silly Sentences	<i>Children to read the sentences and see if they make sense. Discuss the number of words, reinforce sentence structure language – capital letters, finger spaces, full stops etc.</i>
<u>Segmenting and Spelling (words)</u>	Write a Label	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
	Write a List	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>

<u>Spelling Captions and Sentences</u>	Writing Captions	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
	Writing Sentences	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>

There should be an element of independent activity daily or as part of morning challenge to allow children time to consolidate learning.

Area of development	Targeted Additional Practise	What to do...
<u>Oral Blending and Segmenting</u>	Supported Blending (Blend It)	<i>Intervention- show the child a picture. Sound talk the pictures but don't say the word. Child repeats. Repeat at a faster pace and blend, child to say the word. Repeat with more pictures. Sound talk the picture, child points to the right one. Child to sound talk and blend to say the word.</i>
	Supported Segmentation (Copy Me)	<i>Intervention – Show child a word and repeat it e.g. ship.. model finding the phonemes to make ship, child to do independently after</i>
<u>Letter Recognition</u>	Win It	<i>Show the unknown grapheme (flashcard). Emphasise the shape with your fingers, run it over the grapheme and say the sound. Child to repeat this at least 3 times. Put the new grapheme amongst known graphemes and go through the flashcards. If the child recognises the grapheme put it back and keep showing he cards, if the child doesn't recognise it tell them the phoneme and repeat it putting it closer to the front.</i>
	Grapheme Grid	<i>Grid of letters/ graphemes, teacher to model saying a letter name and finding the grapheme, or saying the phoneme and finding the grapheme. Children to repeat. Could put counters on each one said correctly.</i>

<u>Blending and Reading Words</u>	Mix It Up	<i>Make one of the words with the grapheme cards, saying each phoneme. Move finger left to write under each grapheme. Say the word as you do that. Push the cards to the child and repeat. Then model but this time mixing up the graphemes. Put them in the right order, saying the phoneme for each grapheme to make the word. Say the word as a whole. Child to repeat. Then pick up a whole word and model sounding out and blending the word. Child to do the same.</i>
<u>Reading Captions and Sentences</u>	Build It Up (repeated reading)	<i>Keep up modelled/ shared reading and independent reading with children e.g. 1:1 reading time.</i>
<u>Letter Recall</u>	Write It (small chunk of letters)	<i>Teacher to say a letter and children to write it.</i>
<u>Segmenting and Spelling (words)</u>	Write It (word version)	<i>Choose the picture and make the word using the phonemes to make the word e.g. picture of a sun, find the phonemes to make sun s-u-n. Write the word</i>
There should be a daily opportunity to support low learners including bottom 20% and focused target teaching		

Games and activities to try

Win it

Preparation:

Use Phonics assessment to identify the missing graphemes within the phase. Choose one to teach per session.

Step 1:

- a) Show the unknown grapheme (flashcard).
- b) "My turn" - Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along.
- c) "Your turn" - Ask children to repeat this at least 3 times.

Step 2:

- a) Put the new grapheme in with a collection of known graphemes. (Put it nearer to the start to begin with.)
- b) Go through all of the grapheme flashcards.

Step 3:

- a) If the child recognises the grapheme, put it at the back and continue to show the cards.
- b) If the child doesn't recognise the grapheme, tell them the phoneme. Ask the child to repeat and put it closer to the front.

Mix it up! - blending

Preparation:

Have a planned list of words appropriate to the phase that contain the graphemes that the child knows fluently - no more than 3 or 4.

Step 1 - Make one of the words with your grapheme cards.

- a) "My turn" - Point to each grapheme, saying the phoneme.
- b) Sweep your finger from left to right under the graphemes. Say the word as a whole when you sweep.
- c) Push the cards towards the child. "Your turn" - they then repeat step 1.

Step 2 - Mix it up.

- a) "My turn" - teacher models mixing up the individual graphemes.
- b) Put them into the correct order saying the phoneme for each grapheme to make the word.
- c) Sweep your finger from left to right under the graphemes. Say the word as a whole as you sweep.
- d) Push the cards towards the child. "Your turn" - they then repeat step 2.

Step 3 - fluent reading

- a) "My turn" - teacher model reading the whole word fluently.
- b) Give the word card to the child - "Your turn" - they then repeat step 3.

Repeat steps 1-3 with the remaining words.

This strategy is applicable to all phases.

Top Tips and Checklist

Focus on the learning.

Keep instructions to a minimum.

Silent praise – smile,
nod or thumbs up)

Warm up with oral
blending.

Sound spotting – look for the
phoneme in the word before
blending to read the whole word.

Fluency – provide an extra opportunity for the word to be
read fluently after blending to read.

Can the child identify the words just read from a small
selection of word cards?

Recalling phonemes – during
revisit/review sections do not cover
a whole phase. Use only selected
phonemes that need rehearsing.

Caption reading – promote fluency.

Give the child an opportunity to read some of words
individually before they are formed into a caption.

Talk through the caption – read back through the caption
several time after the words have been blended and
read. Model fluent reading and children to join in a say
the words without sounding as you point.

Tricky words – look for the part of
the word that can be decoded. The
rest of the word just can't decode
yet because the child hasn't learnt
that spelling rule.

Phonics Intervention Check List

Are you in a quiet place?	
Are the resources consistent with the whole school approach?	
Do you have a copy of the child's assessments?	
Have you planned in time for oral blending?	
Do have a clear outcome for this session?	