

	Teach picture names in the teaching order. Teach three picture names at a time. Use the picture side of the card only.	1. Place each card on the table as you stretch/bounce the sound and say the picture name. (e.g. a-a-a-a-a apple). Ask the child to copy. Muddle up the cards.	2. Ask the child to point to the picture card are you stretch/bounce the sound and say the picture name. (e.g. a-a-a-a-a apple). Muddle up the cards.	3. Ask the child to say the picture name as you point to the picture.	4. Hold the three cards with the others the child knows, and ask them to say the picture names speedily.			
2	Teach sounds in the teaching order. Teach one or two sounds each day. Use both picture side and the letter side of the card.	1. Place the card on the table, picture side up. Draw a simple version of the picture on a piece of paper.	2. Trace your finger over the the picture on the paper as you stretch/bounce the sound (a-a-a-a). Say the picture name (apple) as you finish. Ask the child to copy.	3. Write the letter next to the picture on the paper.	4. Trace your finger over the letter on the paper as you stretch/bounce the sound (a-a-a-a) Say the sound (a) as you finish. Ask the child to copy.	5. Show how the picture side of the card matches your drawing. Show how the letter behind the picture matches your letter and the letter side of the card.	6. Flip the card from picture side to letter side as the child says the sound when they see the letter side and the picture name when they see the picture.	7. Hold the card with the others the child know and ask them to say the sounds speedily
3	Interventions 3, 4 and 5 are fluid. You may need to go back and forth between them Intervention 3 – oral blending with no speed sound cards – Only teach oral blending with sounds the child knows	1. Say the sounds using slow, exaggerated Fred Talk (e.g. p.... o.... t....) Show how you really think about the sounds as you say them. Speed up Fred Talk, eventually blending the sounds to say the word.	2. MTYT slow Fred Talk	3. MTYT Fred Talk and the word	4. Repeat with 2 more words			
4	Only teach blending with sounds the child can read speedily. Use the letter side of the cards	1. Say the word (e.g.pot). Place the card on the table, letter side up, to spell the word. Let the child jump-in.	2. Point to and say the sounds (p..o..t..) then sweep your finger under trhe sound and say the word (pot). Ask the child to copy.	3. Say the word (pot). Give the cards to the child (in mixed order) to make and read the word.	4. Repeat with two more words.			

5	<p>Only read words with sounds the child can read speedily. Choose three green words cards.</p> <ol style="list-style-type: none"> 1. Read the words using Fred Talk. Use slow Fred Talk and then speed up. Model reading the words until the child can 'jump-in'. 2. Give the word cards and three others to the child (in mixed order) to read the words. If they need more support, recap intervention 3.
6	<p>Only read words with sounds the child can read speedily. Choose three phonics green word cards.</p> <ol style="list-style-type: none"> 1. Read the word using Fred Talk, read the word. Use the slow Fred Talk and then speed up. Model reading the words until the child can 'Jump-in'. Some children may not be able to pronounce the second sound within some CCVC words, but do not correct the child or ask them to repeat. 2. Give the word cards and three others to the child (in mixed order) to read the words. If they need more support, repeat point 1. 3. Muddle the cards and ask the child to read the words 4. Ask the child to read two new word cards. If they need more support repeat point 1. <p>Include special friends in words when known and then five sound words.</p>
7	<p>Tutoring a child to read Set 2 and Set 3 Speed Sounds and words. Model how to read the speed sounds and then ask the child to read. (Put unknown sounds to one side. Teach the child to read the sounds that they cannot read speedily following the steps below.</p> <p>STEP 1</p> <ol style="list-style-type: none"> 1. Place the cards on the table, picture side up. Talk about the picture and say the picture phrase. Ask the child to copy the phrase – MTYT. 2. Place the card on the table, letter side up. Explain that the letters are special friends. Two or three letter but one sound. 3. Flip the card from the picture side to the letter side as the child says the sound when they see the letter side and the picture phrase when they see the picture side. 4. Hold the card with others the child knows and ask them to say the sounds speedily. <p>STEP 2</p> <p>Choose two green word cards with the new sounds</p> <ol style="list-style-type: none"> 1. Model how to read the words (without dots and dashes) using special friends, fred talk, read the word. 2. Give the word cards and three others to the child (in mixed order) to read the words. If they need more support, repeat STEP1 <p>STEP 3</p> <p>Choose three nonsense word cards</p> <ol style="list-style-type: none"> 1. Model how to read the word (without dots and dashes) using special friends, fred talk, read the word. 2. Give the word cards and three others to the child (in mixed order) to read the words. If they need more support, repeat STEP1

