

## RWI INTERVENTION FLOWCHART

	ENSURE THAT T	HE LOWEST 209	6 OF THE CLASS	ACCESS SOME II	NTERVENTION			
STAGE	PHASE 1	BELOW 1A	1A	1B	1C	RED/DITTY	GREEN/PURPLE	P/O
ASSESSMENT	Can children	Can children	Can children	Can children	Can children	As previous	As previous with	Gaps in set 2
	communicate?	say all the	say all of the	say half of	blend cvc	with ccvc	set 2 and 3 speed	sounds and
		picture	picture	the letter	words using	words	sound words	teach set 3
		names of	sounds?	sounds and	set 1 sounds?			
		the sounds?		can blend				
				orally?				
	Yes 🗪	Yes 🚃	Yes 🗪		Yes 🗪			
	No	No	No	Yes —	No			
	•	•	•	No	•			
TEACH	PHASE 1	PICTURE	SPEED	SPEED	BLENDING	TEACH CCVC	TEACH WORDS	TEACH WORDS
		NAMES	SOUNDS SET	SOUNDS SET	WITH SPEED	WORDS	INCLUDING SET 2	INCLUSING SET 2
			1	1 AND ORAL	SOUND		AND 3 SOUNDS	AND 3 SOUNDS
				BLENDING	CARDS SET 1			
HOW LONG?	THROUGHOUT	5 MINUTES	5 MINUTES	5 MINUTES	5 MINUTES	5 MINUTES	5 MINUTES DAILY	5 MINUTES
	THE DAY	DAILY	DAILY	DAILY	DAILY	DAILY		DAILY
WHICH	SEE PHASE 1	1	2	3	3,4,5	6	7	7
INTERVENTION?	PLANNING							
GROUP					Set 2 sounds	Set 2 sounds	Set 2 sounds	NONE
INTERVENTION					blending	blending	blending	

	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.									
	<ol> <li>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.</li> <li>Ask the child to say the picture name as you point to the picture.</li> </ol>									
	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.									
	<ol> <li>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) a you finish. Ask the child to copy.</li> <li>Write the letter next to the picture on the paper.</li> <li>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</li> </ol>									
	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.									
	MTYT slow Fred Talk     MTYT Fred Talk and the word									
4	4. Repeat with 2 more words Only teach blending with sounds the child can read speedily.									
4	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 (pot) 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.									

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.					
Only read words with sounds the child can read speedily. Choose three phonics green word cards.					
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 then 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.					
Include special friends in words when known and then five sound words.					
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.					
STEP 1					
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.					
STEP 2					
Choose two green word cards with the new sounds					
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					
STEP 3					
Choose three nonsense word cards					
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					