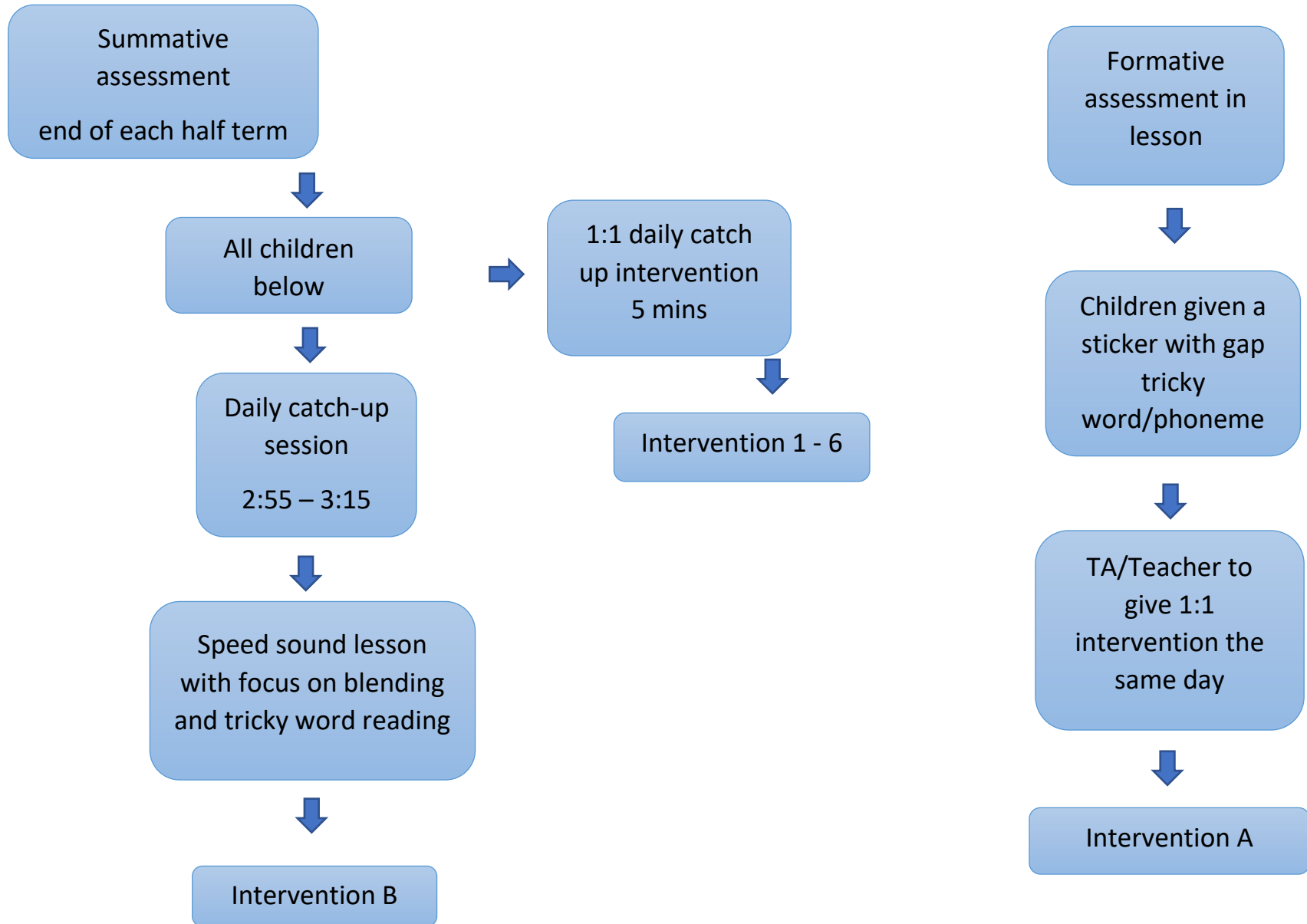




Phonics Intervention Flowchart







Phonics Intervention

A

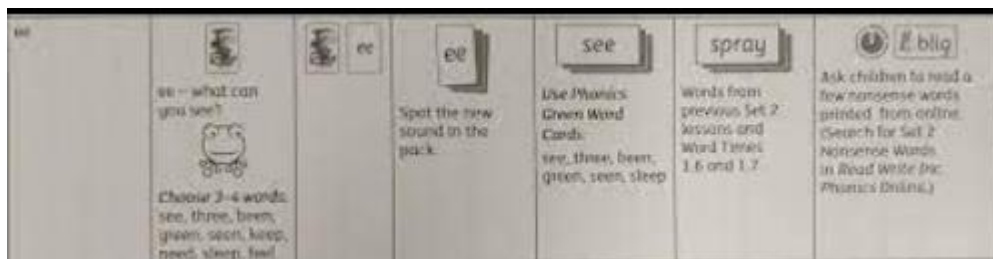
Only read words or sounds that child can read speedily. Choose three red/green word cards/sounds. 2 familiar and 1 new.

- I. Read the unfamiliar word/sound. Point out the tricky part of the words and discuss how you say it. Model reading the word/sound slowly until the child can 'Jump-in'. Show picture part of the card if necessary. 
- II. Give the word card/sound and two others to the child (in mixed order) to read the words/sounds. If they need more support, repeat point 1 (use speed sound cards to segment the word). 
- III. Muddle the cards and ask the child to read the words
- IV. Ask the child to read one new word card/sound. If they need more support repeat point 1.

Phonics Intervention

B – speed sounds, blending and tricky words

- I. Recap and teach speed sounds (speed sound lesson – example below)
- II. Word time for blending
- III. Reading tricky words



+ Read red tricky words





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Only read words with sounds the child can read speedily. Choose three phonics green word cards.

- V. 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.
- VI. 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.
- VII. Muddle the cards and ask the child to read the words
- VIII. 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.

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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 STEP 1.

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 STEP 1