

## **Module Seven: Part 4**      **d) continued**

### **d) Consistent and inconsistent aspects of phonics: **Intervention programmes****

**To appreciate the need for consistency of phonics provision (type of phonics, resources and routines) especially for intervention (special needs)**

# Intervention programmes

- **Take care** that different intervention programmes don't include **time-consuming** activities with **different sized** units of sound (**consonant clusters and onset and rime**) which **contradict** the main **all-through-the-word** synthetic phonics teaching.

# Intervention programmes

- **Remember:**

**Keep the code and the  
provision consistent**

# Intervention programmes

- **A good quality Systematic Synthetic Phonics programme should be able to provide all your:**
  - **Wave One - Quality First Teaching**
  - **Wave Two Teaching (SEN group)**
  - **Wave Three Teaching (one to one)**

# Intervention programmes

- **Your weakest or slowest-to-learn pupils should not be subject to multiple adults if avoidable – nor be subject to different ‘programmes’ with different terminology and routines - or with different underpinning teaching methods or philosophies.**

# Three – beat children ...

Children who may be slower-to-learn tend to be given a diet of **three letter, three sound** words for both reading and spelling: e.g. h-a-t c-u-p s-i-t p-e-g

They may typically segment any length word into **3** beats.

‘**Stuck in a groove**’ – they need longer words as well (**modelled and for practice**) for both reading and spelling: e.g. f-r-o-g s-p-i-n s-n-a-ck c-r-u-n-ch

Provide **extra** time and attention.

Don't leave them out of whole class teaching.



# Words of different structures

sounds	graphemes	short words	longer words
/s/	s		<p>Highlighted red or <u>underlined</u>:            Start teaching about 'tweaking'            (modifying pronunciation) from            the outset.            Teach anything that is sensible            'incidentally'. Drip, drip, drip!</p>
/a/	a		
/t/	t	at as sat	
/i/	i	it is sit	
/p/	p	pit pat sip sap tip tap pip Pat Pip	
/n/	n	in an pin pan tin tan nit nap nan ant <u>Ann</u>	<p>nips nits pins pans tins tans            snip snap anti satin stint            ants snips snaps spin span            spins spans Santa Anna Stan</p>

A diet of only short words **restricts** the core skills of blending and segmenting practice **massively!**

# Intervention

**Aim for:** keeping up

**To avoid the need for:**  
catching up