

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)

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

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