

Hiltingbury Junior School Phonics Intervention Overview – based on Read Write Inc.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds
Speed sounds from the storybook	Speedy green words	Collect words with sounds in	Read aloud – teacher – model expression and intonation	Second read – children – remind children about intonation and expression	Third read – children – remind children about intonation and expression
Story green words	Story red words				
Story red words	First read – children – children have a go with reading the book		Segment and spell	Segment and spell	Reading Book Bag Books
Story introduction			*Some sessions will include writing sentences in response to Assessment for Learning (AfL).		

Green words

Purpose = to teach new words that will appear in the story.

- Adult to identify trickiest green word beforehand.
- Focus on trickiest green word first.
- Adult to model green word first.
- Identify any 'Special friends' (digraphs) – if there are, explicitly show what the special friends are.
- Fred talk the word.
- Say the word aloud.
- Children to copy.
- Children to read a selection of green words with dots and dashes on first, identifying special friends, what they are, using Fred talk with the word and then saying the word.
- Second time of reading the selection of green words will be without the dots and dashes.
- Go from back to front with the cards.
- Green words from previous books may be included in the selection.

Red words

Purpose = children to learn tricky words by sight.

- Adult models word first.
- Look for 'Tricky Letters' first – identify tricky letters if there are any and explicitly identify what the tricky letters are e.g. *ai* in *said*.
- Say word aloud.
- Children to repeat.
- Can ask children if there are any 'Chatty friends' (split digraphs).
- No need for Fred talk as the children need to learn words by sight.
- Red words is always adult model first and children to copy/repeat (MTYT).

"You can't Fred a red!"

Speed sounds

Purpose = practise the focus graphemes from the story – these are circled at the front of the books.

- Pull the cards from the back of the pile.
- Show the children the speed sounds.
- Adult models the sound aloud first and the children repeat.
- Adult only models the new sound(s) being taught and not revision sounds.
- Could ask the children where the sound comes in the word or what words they know with the sound in.

First, Second and Third reads

- 1st read = children reading in partners using Fred talk for words they are unsure of. Partner uses finger to guide partner when reading and then swap roles. Teach then reads story aloud.
- 2nd read = children reading in partners and only using Fred talk when needed (should be more fluent at this point).
- 3rd read = children reading and collecting words with the sounds in.

Fred talk

Purpose = aid children read unfamiliar words by pronouncing one sound in the word at a time.

Children to segment unfamiliar words first into their individual sounds and then blend the sounds together to pronounce the word.

For example:

Fred would say:

c – a – t

We could say:

cat



Story introduction

Purpose = to read introduction in an engaging manner to entice the children into the story.

Read story introduction from paper copy provided not from the book (it is longer with more detail!).

Can add in actions and freeze frames within the introduction.