



# Springdale Phonics

Catch Up Programme

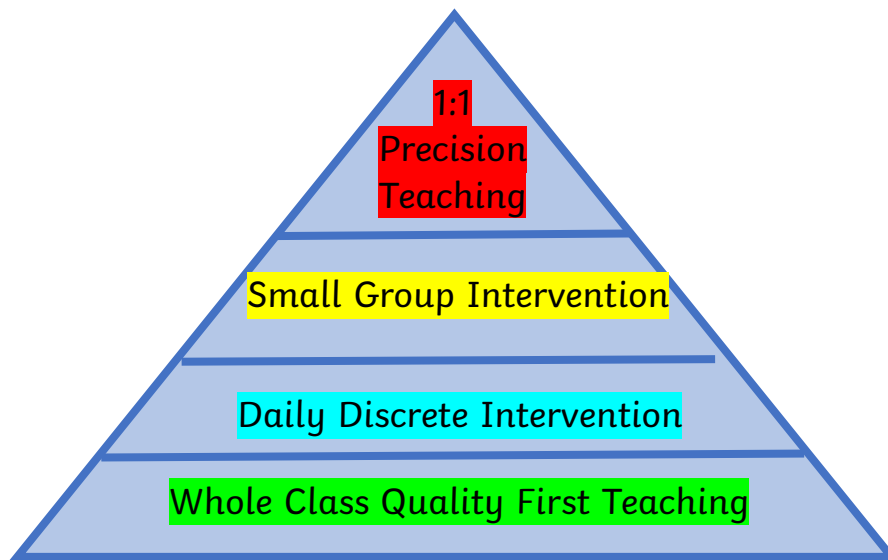
Phase 2 - 5



*A guide to supporting staff plan and deliver phonics interventions that allow all children to be successful in their acquisition of phonics.*

## Phonics Intervention at Springdale First School

Springdale Phonics Catch Up programme follows a graduated structure. All children in EYFS and KS1 receive daily **Whole Class Quality First Teaching**. Some children will need additional opportunities to secure knowledge from the phonic sessions and will be targeted by staff to receive **Daily Discrete Intervention**. This is delivered through the use of regular flash carding and engagement in phonics across the wider curriculum. A small number of children will require further support and will need more tailored and specific intervention. They will have regular additional sessions where they will work in **Small Groups** on common gaps. For children with specific difficulties **1:1 Precision Teaching** will be planned and delivered based on gaps identified from summative assessments.



### Phonics Intervention for the Lowest 20% of Readers

Springdale Phonics Catch Up Programme looks to mirror the structure of a phonics session, utilising the revisit, teach, practise and apply scaffold. Interventions are planned in response to the most recent formative and summative assessments.

This programme is designed for children who are not keeping up with the expectations for the scheme. They need targeted support within the phonics session as well as planned intervention in addition to their daily lessons. During the phonics session, these learners should be focused on to ensure they are fully participating and accessing the learning in a scaffolded way.

This programme is divided into two foci – **recognising graphemes** and **blending words**. Once the children have mastered recognising their GPCs, they need to apply this knowledge to blending them in words.

The sessions should take place for 10 minutes with an adult trained in Springdale Phonics.

## Supporting Children to Recognise Graphemes

Use the Springdale Phonics Assessment tracker to identify children who are not secure in recognising the age expected graphemes. Select one grapheme to focus on per session and continually assess how learners are accessing this. If the children need further opportunity to revisit this grapheme, build it into their intervention timetable.

The children need repeated practise of recognising graphemes to gain fluency and aid automatic recall of GPCs. As soon as children have mastered recognising their first set of phase 2 graphemes (s, a, t, p) they need to move on to practising the skill of letter blending.

### Typical Lesson Structure for Recognising Graphemes

\*Select an activity from the Recognising Graphemes section of Appendix A and follow the lesson template\*

<b>Revisit</b>	<b>Flashcards</b> *Quick recall of other known graphemes that will be used in the subsequent tasks. *Show the children the grapheme and instruct them to automatically say the corresponding phoneme. If the children are stuck on a grapheme, use My Turn, You Turn to practise the phoneme.
<b>Teach</b>	*Show the focus grapheme flashcard *Say the phoneme as you trace over the letter with your finger
<b>Practise</b>	*My turn, your turn – child parrots the adult pronouncing the phoneme and tracing the letter formation. Repeat 3 times.
<b>Apply</b>	*Play a game of 'Win It' see Appendix A *Practise recognising the grapheme amongst over known graphemes

## Supporting Children to Blend

The children in this intervention will be secure in recognising the GPCs but cannot blend them yet. If children have acquired sets of GPCs but not all of them, teachers could choose where to start them on the programme in accordance with their known graphemes. These children should also be receiving intervention to develop their recognition skills.

### Developing Fluency

As children acquire their graphemes and apply them in blending words, they naturally sound words out aloud. We know that the first step in learning to read is to use our knowledge of phonics and combine it with our phonemic skills to sound out words. For children to move from decoding to understanding what they have read, they need to read with increasing fluency.

For children to become fluent readers they need to have a strong and automatic knowledge of the grapheme-phoneme correspondence. Once children have mastered enough GPCs they can begin practising their skill of blending. Teaching of phonemic skills needs to be explicit and intentional, with careful planning going into developing fluency. Children need to be encouraged to move on from sounding out loud to sounding out words in their heads. To support the transition from sounding out loud to internally, the following sequence can be implemented.



Fluent readers are accurate, read with increased speed and use expression.

**Fluent readers blend in their heads!**

*How do we become fluent readers?*



Sound it out aloud



Whisper it



Sound it out in your head

Children who are struggling to blend as they cannot hear all the sounds in words or recall their order, will need to work at the 'Sounding Out loud' level. When the children are increasingly accurate and confident with their blending they should progress to 'Whisper Reading' and then 'Sounding Out In Their Head'.

Moving students on from sounding out to reading fluently can be challenging. Reducing the amount of material the children are expected to read and focusing on building strong GPC and phonemic skills will support the students to reach this goal faster.

# Springdale Phonics

Catch Up Programme

Phase 2 Blending





### Session Overviews – Phase 2

- Some children find it hard to recognise their graphemes and therefore take longer to learn to read these in words. If the children in Reception are not recognising their phase 2 GPCs, they need to be accessing the **Springdale Phonics Recognising Graphemes** intervention.
- The children in this intervention will be secure in recognising the GPCs but cannot blend them yet. If children have acquired sets of GPCs but not all of them, teachers could choose where to start them on the programme in accordance with their known graphemes. These children should also be receiving intervention to develop their recognition skills.
- The programme follows the **Springdale Phonics Phase 2 Overview**. The sessions follow the order of sounds taught within the whole class sessions. New GPCS are added incrementally each week as the children's confidence and recall develops.
- There are 7 blocks of Phase 2 blending practice lessons, and they build cumulatively, so that the children who complete all the blocks will be able to read words with all the Phase 2 GPCs.
- Children need to be assessed using the **Springdale Phonics Catch Up Assessment Records** every 3-4 weeks. This data needs to be inputted into the **Springdale Phonics Catch Up Assessment Tracker** so that teachers can identify whether the children need to revisit the previous block or are ready to progress to the next block.
- Interventions need to run at least 3 times a week, for greatest impact they should happen daily.
- Children do not need to complete all the blocks if they become confident at reading words with phase 2 GPCs and are keeping up in class.
- If children have specific gaps in blending particular phonemes, identified from the **Springdale Phonics Assessment Tracker**, they should focus on the block/s that revisits these sounds
- Although this group is devised for keep-up in Reception, it should also be used for the children who find it hard to blend their Phase 2 graphemes and take longer to learn to read these in words.
- Revisit the week's focus graphemes and the other known graphemes that will be in the subsequent tasks
- For Reception children accessing this intervention in the Autumn term, adults will need to use their teacher assessment to adjust the blending tasks as necessary. Children struggling within the session, may require a greater amount of 'I do' and 'We do' blending and build up to more 'You do' reading.
- Children who are struggling to blend as they cannot hear all the sounds in words or recall their order, will need to work at the 'Sounding Out loud' level. When the children are increasingly accurate and confident with their blending they should progress to 'Whisper Reading' and then 'Sounding Out In Their Head'.
- *Throughout the sessions, adults will need to prioritise how children are producing the phoneme. They will carefully model how to form the phoneme, drawing attention to mouth shape, tongue and teeth position. Mirrors are to be utilised to support children to form the phonemes. Adults will position themselves so that all children can see their mouth shape and the adult can see theirs.*

### Typical Lesson Structure for Blending

\*Select an activity from the Oral Blending and Blending section in Appendix B and C. Follow the lesson template\*

<b>Revisit</b>	<b>Oral Blending</b> Start with a quick oral blending games – see Appendix B. Alternatively, play a quick game of Simon Says using oral blending to finish the instruction “Simon says clap your h-a-nd-s” “Simon says stamp your f-ee-t”  <b>Flashcards</b> *Quick recall of other known graphemes that will be used in the subsequent tasks. *Show the children the grapheme and instruct them to automatically say the corresponding phoneme. If the children are stuck on a grapheme, use My Turn, You Turn to practise the phoneme. Do not use unknown graphemes when teaching the children to blend. *Use My Turn, Your Turn to practise pronouncing the phoneme. Make a teaching point of the shape of your mouth, tongue position, teeth position, using the <b>Pronunciation Guides</b> . Have mirrors available to support.
<b>Teach</b>	Tell the children that today they are going to practising blending the phonemes in words to help them to become super readers.  Use the <b>Springdale Phonics flashcards</b> to model blending a phase appropriate word.  <b>I do – Teacher Led - Flashcards</b>  <ol style="list-style-type: none"><li>1. Put out the grapheme cards</li><li>2. Say the phonemes as you point to each grapheme</li><li>3. Blend the word <b>slowly</b>, stretching the phonemes to help the children hear the order of the sounds (nnnnnnipppppp)</li><li>4. Repeat but say the phonemes <b>faster</b> and say the whole word</li><li>5. Blend the phonemes at <b>normal speed</b> and say the whole word</li></ol>
<b>Practise</b>	<b>We do – Teacher Led - Flashcards</b> After modelling blending the word, tell the children you’re going to practise together. Teacher to point to each grapheme as together you say the phonemes and blend them back together. Repeat twice.  Repeat this process with the different words outlined in the ‘We do’ part of the session.
<b>Apply</b>	<b>You do - Independent Reading – Word Cards</b> Move from using flashcards to build the words to using the word cards.

# Imagine, Believe, Achieve



## Springdale Phonics Catch Up Programme

Teacher to explain that the word they have sounded out using the flashcards can also be written like this – indicate the whole word on a word card. Model reading the word card using the steps below. Words to be modelled are starred eg. \*tip

1. Show the child the word
2. Point to each grapheme/draw sound buttons as you sound out the word aloud. Sweep underneath with your finger to indicate blending and say the word.
3. Repeat it back together
4. Move on to modelling sounding out in your head and saying the final word aloud, if children are ready

After children have been shown how to read the word cards, then they are given their own sets from the 'You do' section to read by themselves.

This is an assessment opportunity for the adult.

Block 1			
Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>Simon Says</b> Can you touch your.... h-ea-d t-oe-s l-e-g ar-m	s a t p	I do: sat We do: sat tap You do: *tap tat pat sat
2	<b>Mystery Item</b> p-e-n r-e-d h-a-t c-u-p	s a t p i n	I do: pin We do: pin tip You do: *tip pin nip sip pan
3	<b>Picture Spotter</b> d-o-g c-a-t p-i-g h-e-n sh-ee-p	s a t p i d g	I do: pig We do: pig tag You do: *tag pig pit dip dig

Block 2			
Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>What's In The Box</b> m-u-g f-or-k p-o-t t-oy	s a t p i n m d o	I do: map We do: map mop You do: *mop map nod top pot
2	<b>Picture Spotter</b> r-a-t f-i-sh f-a-n b-o-x	s a t p i n d g o c	I do: cat We do: cat cog You do: *cog cat cot dog got
3	<b>Do the actions</b> Stand u-p Sit d-ow-n Clap your h-a-nd-s Stamp your f-ee-t	t i d g o c k	I do: kit We do: kit kid You do: *kid kit got dig cog



### Block 3

Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>Mystery Item</b> p-e-n r-e-d h-a-t c-u-p	s t o p c k i d	<b>I do:</b> sick <b>We do:</b> sick sock <b>You do:</b> *sock sick tick tock pick
2	<b>Picture Spotter</b> d-o-g c-a-t p-i-g h-e-n sh-ee-p	s e t p c k n g	<b>I do:</b> set <b>We do:</b> set peck <b>You do:</b> *peck set pet ten get
3	<b>What's In The Box</b> m-u-g f-or-k p-o-t t-oy	c u p d c k m n e a	<b>I do:</b> cup <b>We do:</b> cup duck <b>You do:</b> *duck cup mud neck nap

### ASSESSMENT BLOCKS 1-3

### Block 4

Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>Picture Spotter</b> r-a-t f-i-sh f-a-n b-o-x	t e n g c k d u m	<b>I do:</b> ten <b>We do:</b> ten get <b>You do:</b> *get ten neck mud men
2	<b>Can you touch your ... ?</b> t-ee-th kn-ee t-oe-s b-a-ck	r e d o c k i p t k g a	<b>I do:</b> red <b>We do:</b> red rock <b>You do:</b> *rock red rip kit rat
3	<b>What's that noise?</b> a ch-i-ck goes cheep cheep a c-ow goes moo a c-a-t goes meow a sh-ee-p goes baa baa	h a t u g o r n p e m d	<b>I do:</b> hat <b>We do:</b> hat hug <b>You do:</b> *hug hat hot mud rug



Block 5			
Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>Can you do the actions?</b> h-o-p s-i-t stand on your t-oe-z (toes) p-a-t your arm	b i g e d r u h t p c k	<b>I do:</b> big <b>We do:</b> big bed <b>You do:</b> *bed big rub get hut
2	<b>Blend from the box</b> l-o-ck n-e-ck g-l-ue e-gg	f a t i n b c k h u p	<b>I do:</b> fat <b>We do:</b> fat fit <b>You do:</b> *fit fat fin back pick
3	<b>Point to the ...</b> d-oor ch-air your f-ee-t the l-igh-t	c u p r i b n m c k h g	<b>I do:</b> cup <b>We do:</b> cup rip <b>You do:</b> *rip cup bin big nip

Block 6			
Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>Can you do the actions?</b> n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy	l o g c k u b i r a t e d	<b>I do:</b> log <b>We do:</b> log luck <b>You do:</b> *luck log luck red big
2	<b>Blend from the box</b> f-r-o-g f-i-sh h-a-t c-r-ow-n	b e l l t i s a o p d	<b>I do:</b> bell <b>We do:</b> bell tell <b>You do:</b> *tell bell bill bet sell

3	<b>Can you touch your ... ?</b> l-e-g ch-ee-k b-a-ck h-ee-l	o f f h u p c a t	<b>I do:</b> off <b>We do:</b> off huff <b>You do:</b> *huff off puff tuff cuff
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Block 7			
Session	Oral Blending	Focus GPCs	Words to practise blending
1	<b>Point to the ...</b> d-oor f-l-oor ch-air (something) r-e-d / b-i-g / sh-or-t	m e s s h i f u t n m a	<b>I do:</b> mess <b>We do:</b> mess hiss <b>You do:</b> *hiss mess fuss miss mass
2	<b>What's that noise?</b> the lion goes r-oar r-oar the bear goes g-r-ow-l g-r-ow-l the bee goes b-u-zz b-u-zz the snake goes h-i-ss h-i-ss	b e l l o f f l c k u h i r d	<b>I do:</b> sell <b>We do:</b> sell lock <b>You do:</b> *lock off bell luck hill

**ASSESSMENT BLOCKS 4-7**

# Springdale

# Phonics

## Catch Up Programme

### Phase 3





### Session Overviews – Phase 3

- Some children find it hard to recognise digraphs and take longer to learn to read these in words. If the children in Reception are not reading words with digraphs with ease in class, they need to join the Phase 3 additional blending practice group.
- There are 7 blocks of Phase 3 additional blending practice lessons, and they build cumulatively, so that the children who complete all the blocks will be able to read words with all the Phase 3 GPCs. The Phase 2 digraphs are reviewed in week 1 to ensure every child starts from a secure base.
- Interventions need to run at least 3 times a week, for greatest impact they should happen daily.
- Children do not need to complete all the blocks if they become confident at reading words with digraphs and are keeping up in class.
- If children have specific gaps in blending particular phonemes, identified from the **Springdale Phonics Assessment Tracker**, they should focus on the block/s that revisits these sounds
- Children need to be assessed using the **Springdale Phonics Catch Up Assessment Records** every 3-4 weeks. This data needs to be inputted into the **Springdale Phonics Catch Up Assessment Tracker** so that teachers can identify whether the children need to revisit the previous block or are ready to progress to the next block.
- Although this group is devised for keep-up in Reception, it should also be used for the children in Year 1 who find it hard to recognise digraphs and take longer to learn to read these in words.
- Revisit the week's focus graphemes and the other known graphemes that will be in the subsequent tasks
- At the end of each block, there is a review session that includes a sample of words from the taught block that consolidates the focus graphemes
- For children who are continuing to need further support with their blending, teachers need to use their teacher assessment to adjust the blending tasks as necessary. Children struggling within the session, may require a greater amount of 'I do' and 'We do' blending and build up to more 'You do' reading.
- Children who are struggling to blend as they cannot hear all the sounds in words or recall their order, will need to work at the 'Sounding Out loud' level. When the children are increasingly accurate and confident with their blending they should progress to 'Whisper Reading' and then 'Sounding Out In Their Head'.
- *Throughout the sessions, adults will need to prioritise how children are producing the phoneme. They will carefully model how to form the phoneme, drawing attention to mouth shape, tongue and teeth position, using the **pronunciation guide** to support them. Mirrors are to be utilised to support children to form the phonemes. Adults will position themselves so that all children can see their mouth shape and the adult can see theirs.*



### Typical Lesson Structure for Blending

<b>Revisit</b>	<b>Flashcards</b> *Quick recall of other known graphemes that will be used in the subsequent tasks.  If the children are stuck on a grapheme, use My Turn, You Turn to practise the phoneme. Do not use unknown graphemes when teaching the children to blend.
<b>Teach</b>	*Show the focus grapheme flashcard  *Say the phoneme as you trace over the letter with your finger  *Use My Turn, Your Turn to practise pronouncing the phoneme. Make a teaching point of the shape of your mouth, tongue position, teeth position, using the <b>Pronunciation Guides</b> . Have mirrors available to support.  *Play a quick game of 'Win It' and practise recognising the grapheme amongst other known graphemes
<b>Practise</b>	Tell the children that today they are going to practising blending the focus phoneme in words to help them to become super readers.  Use the <b>Springdale Phonics flashcards</b> to model blending a phase appropriate word.  <b>I do – Teacher Led</b>  <ol style="list-style-type: none"><li>1. Put out the grapheme cards</li><li>2. Say the phonemes as you point to each grapheme</li><li>3. Blend the word <b>slowly</b>, stretching the phonemes to help the children hear the order of the sounds (nnnnnnipppppp)</li><li>4. Repeat but say the phonemes <b>faster</b> and say the whole word</li><li>5. Blend the phonemes at <b>normal speed</b> and say the whole word</li></ol> <b>We do – Teacher Led</b> After modelling blending the word several times, tell the children you're going to practise together.  Teacher to point to each grapheme as together you say the phonemes and blend them back together.  Repeat together for the second 'We do' word.  Teacher to explain that the word they have sounded out using the flashcards can also be written like this – indicate the whole word on a word card. Model reading the word card using the steps below. Words to be modelled are starred eg. *jets

1. Show the child the word
2. Think out loud and spot the focus phoneme in the word ("I can see the digraph ai in the middle of the word.")
3. Point to each grapheme/draw sound buttons as you sound out the word aloud. Sweep underneath with your finger to indicate blending and say the word.
4. Repeat it back together
5. Move on to modelling sounding out in your head and saying the final word aloud

### **Apply**

#### **You do**

Children to move on to reading the 'You do' word cards independently. Adults to use this as an opportunity to assess what the children can do by themselves.

#### **Sentence Level**

Adult to write the given sentence on the flipchart, following the prescribed handwriting style outlined in the Springdale Phonics Guide.

\*Children to identify the focus grapheme from the session and recall the word they've previously read from memory

\*Children to locate any other known digraphs and blend the words outloud or in their heads, if they are able to

\*Children to find any tricky words

\*Adult to model sound buttoning unfamiliar words, where required, but not at the detriment of encouraging fluent reading and automatic recall of known words

\*Children to collectively read the sentence back

\*Adult to encourage them to re-read it until fluent

#### **Spelling**

**\*Choose one word to practise spelling from the 'You do' sample of words-**

**Model spelling the word with the grapheme cards:**

- Say the word (e.g. 'hug')
- Use your phoneme fingers to segment it and track how many sounds (e.g. *three sounds for 'hug'*).
- Say each sound as you get the letters you need and build it with the flashcards (e.g. *h-u-g*).
- Repeat above, writing the letters.

#### **Hide your modelled version**

- Ask the children to spell the word and check it together.
- Show the word and check the children's spelling together.
- Ask the children to check and correct their spelling.

### Block 1

Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentence
j	u g e t o b a m s	j-u-g j-e-t j-o-b	<b>I do:</b> jug <b>We do:</b> jug jets <b>You do:</b> jets jam jog jet jugs	The jug has red jam in it.
v	a n s e t j	v-a-n v-e-t v-a-t	<b>I do:</b> vans <b>We do:</b> vans vets <b>You do:</b> vets van vet vat vats	He has to go to the vets.
w	i n g o e d b t l l j v	w-i-n w-i-g w-o-n	<b>I do:</b> win <b>We do:</b> win wig <b>You do:</b> won wed web wet will	We will win the cup.
x	m i f o a b w t s j v w	m-i-x f-o-x f-i-x	<b>I do:</b> mix <b>We do:</b> mix fix <b>You do:</b> box wax fox tax six	She has to mix six eggs in the pan.
<b>Review</b>	j e t w i g f o x v a n m s	j-e-t w-i-g f-o-x	<b>I do:</b> jet <b>We do:</b> jet wig <b>You do:</b> fox van jam vets wet	The fox has to go in the van to the vets.

### Block 2

Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentence
y	e s o b a k m t l l u c k p	y-e-s y-o-b y-a-k	<b>I do:</b> yob <b>We do:</b> yob yak <b>You do:</b> yam yet yell yuck yap	They yell at the yak to get back.
z	i p a g t e d s y	z-i-p z-a-p z-i-g	<b>I do:</b> zip <b>We do:</b> zip zap <b>You do:</b> zig zag zit zips zags	I can pull up my zip.
zz	b u f i j a y z	b-u-zz f-i-zz f-u-zz	<b>I do:</b> buzz <b>We do:</b> buzz fizz <b>You do:</b> buzz jazz fizz fuzz	The bugs will buzz if they are sad.
qu	a i e o u j g b h c k y z z	qu-a-ck qu-i-t qu-i-z	<b>I do:</b> quack <b>We do:</b> quack quip <b>You do:</b> quick quit quiz quack quill	They quit the quiz at the end.
<b>Review</b>	y e s z i p q u a c k t u z g j z z	y-e-s z-i-p qu-a-ck	<b>I do:</b> yes <b>We do:</b> yes zip <b>You do:</b> buzz quack quit yuck zag	Can a duck quack and buzz?



### Block 3

Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentences
ch	i p c k r m u a t n o s	ch-i-p ch-i-ck r-i-ch	<b>I do:</b> chip <b>We do:</b> chip chick <b>You do:</b> rich much chat chin chop	I had to chop up his chicken and chips.
sh	e l l r u t i p n o d f ch	sh-e-ll r-u-sh sh-u-t	<b>I do:</b> ship <b>We do:</b> ship shell <b>You do:</b> shin shop shed rush fish	You can get shells and fish in the shop.
th	ch sh a t e n m i s	th-a-t th-i-s th-e-n	<b>I do:</b> that <b>We do:</b> that then <b>You do:</b> with then than this them	I chat to them with my Mum.
th	ch sh th m o i n ck s b a	m-o-th th-i-n th-i-ck	<b>I do:</b> moth <b>We do:</b> moth thin <b>You do:</b> thick moths bath thin	We had a moth in the bath.
Review	ch sh th i s r f o p m u t e n	qu-a-ck s-o-ck m-o-th	<b>I do:</b> this <b>We do:</b> this rich <b>You do:</b> shop moth shut then chin	This shop has not got much in it.

### ASSESSMENT BLOCKS 1-3

### Block 4

Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentences
ng	ch sh th th r i s b a o l	th-i-ng b-a-ng s-i-ng	<b>I do:</b> ring <b>We do:</b> ring sing <b>You do:</b> bang thing song long sang	We all sang a song to wish Mum luck.
nk	ch sh th th ng p i s w a t l b	p-i-nk w-i-nk th-a-nk	<b>I do:</b> pink <b>We do:</b> pink sink <b>You do:</b> wink thank tank bank sank	You cannot put a tank in the bank.
ai	ch sh th th ng nk r n w t l s m p h f	t-ai-l w-ai-t m-ai-n	<b>I do:</b> rain <b>We do:</b> rain wait <b>You do:</b> <b>tail</b> sail main mail pain	The dog hit his tail and was in pain.
ee	ch sh th th ng nk ai f t m w p d b k	f-ee-t w-ee-p d-ee-p	<b>I do:</b> feet <b>We do:</b> feet meet <b>You do:</b> weep deep feet teeth cheek	My feet got wet in the deep mud.
Review	ch sh th th ng nk ai ee r i f t n s o d p g a m l b	r-i-ng r-ai-n th-i-nk	<b>I do:</b> ring <b>We do:</b> ring feet <b>You do:</b> rain think song deep sing	I think it is fun to sing a song in the rain.

Block 5				
Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentences
<b>igh</b>	ch sh th th ng nk ai ee h l n t r f s m	l-igh-t n-igh-t r-igh-t	<b>I do:</b> high <b>We do:</b> high light <b>You do:</b> night right fight sight might	They had a fight in the night.
<b>oa</b>	Ch sh th th ng nk ai ee igh s p g t l f b c d	s-oa-p g-oa-t r-oa-d	<b>I do:</b> soap <b>We do:</b> soap goat <b>You do:</b> loaf boat coat boat toad	She put the goat in a coat on the hilltop.
<b>oo</b>	Ch sh th th ng nk ai ee igh oa b k l f t w d h c	l-oo-k w-oo-d f-oo-t	<b>I do:</b> look <b>We do:</b> look book <b>You do:</b> foot wood shook took hook	He put his hook and wooden leg on.
<b>oo</b>	Ch sh th th ng nk ai ee igh oa oo b t f d m n z h p r s	f-oo-d m-oo-n b-oo-t	<b>I do:</b> boot <b>We do:</b> boot food <b>You do:</b> moon zoom hoop roof soon	They need food and moon boots to go up in the rocket.
<b>Review</b>	Ch sh th th ng nk ai ee igh oa oo oo	f-ee-t l-igh-t g-oa-t	<b>I do:</b> feet <b>We do:</b> feet goat <b>You do:</b> light soap meet book food	I will meet my mum at night for food.

Block 6				
Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentence
<b>ar</b>	ai ee igh oa oo oo b k h d p f m c d	b-ar-k h-ar-d c-ar-d	<b>I do:</b> bark <b>We do:</b> bark hard <b>You do:</b> park farm card cart tart	We put the sheep in the cart to go to the farm.
<b>or</b>	ai ee igh oa oo oo ar f k s t b n w c p	f-or-k s-or-t w-or-n	<b>I do:</b> fork <b>We do:</b> fork sort <b>You do:</b> fork sort born worn corn	You need a fork to pick up the corn.
<b>ur</b>	ai ee igh oa oo oo ar or c l h t k f n s b	c-ur-l b-ur-n l-ur-k	<b>I do:</b> curl <b>We do:</b> curl hurt <b>You do:</b> turf turn surf fur burn	The shed was burning, and the man got hurt.
<b>ow</b>	ai ee igh oa oo oo ar or ur d n c t h g l w	d-ow-n c-ow h-ow	<b>I do:</b> down <b>We do:</b> down cow <b>You do:</b> town how gown howl now	The fox hurt his leg in town and began to howl. (spot 'be' in began)

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## Sprinadale Phonics Catch Up Programme

<b>Review</b>	ai ee igh oa oo oo ar or ur ow	p-ar-k s-or-t d-ow-n	<b>I do:</b> park <b>We do:</b> park sort <b>You do:</b> down hurt cart fork curb howl	The man fell down the hill as the cart hit the curb.
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Block 7				
Focus Grapheme	GPCs to Revisit	Words to Orally Blend	Words to practise blending	Sentences
<b>oi</b>	ai ee igh oa oo oo ar or ur ow c l n s j b f	c-oi-l s-oi-l j-oi-n	<b>I do:</b> coil <b>We do:</b> coil coin <b>You do:</b> soil join boil foil oil	The cook puts oil in the pan and waits for it to boil.
<b>ear</b>	ai ee igh oa oo oo ar or ur ow oi b d f h n t r y	n-ear b-ear-d f-ear	<b>I do:</b> ear <b>We do:</b> ear beard <b>You do:</b> fear hear near tear year	I can hear an owl near at night.
<b>air</b>	ai ee igh oa oo oo ar or ur ow oi ear l f h p ch	l-air p-air ch-air	<b>I do:</b> lair <b>We do:</b> lair fair <b>You do:</b> hair pair chair air fair	We need a pair of chairs for the bedroom.
<b>ure</b>	ai ee igh oa oo oo ar or ur ow oi ear air m a n s e c m I x t	p-ure c-ure m-a-n-ure	<b>I do:</b> manure <b>We do:</b> manure secure <b>You do:</b> secure sure mixture pure cure	Are you sure the mixture is pure?
<b>er</b>	ai ee igh oa oo oo ar or ur ow oi ear air ure l a dd h mm tt e b o x e	l-a-dd-er h-a-mm-er l-e-tt-er	<b>I do:</b> ladder <b>We do:</b> ladder hammer <b>You do:</b> letter boxer better summer butter	Boxers need lots of butter to fight better.

### ASSESSMENT BLOCKS 4-7

# Springdale

# Phonics

# Catch Up Programme

## Phase 4





### Session Overviews – Phase 4

Use the Keep-up grids provided in this document to plan individual or group Keep-up sessions for children who need additional practice with Phase 4. You can use the editable blank weekly grid to help with planning if you wish. See the 'Change it!' activity in the appendix.

Whilst the focus of the intervention is learning to blend, we also have a duty to prepare our children for the next steps in their learning journey. In the Summer term of Year 1, the children will all take part in the statutory phonics screening. Part of this assessment involves reading 'alien' words. These are words that make no sense eg. smernt. Children naturally read for sense. From our experience, our learners will accurately decode an 'alien' word and then blend it back as a real word as they are trying to read for meaning. To best support our learners, we feel it is imperative that we give them the opportunity to practise and rehearse this type of word. We therefore build 'alien' words into our Intervention package.

#### What to do

- Choose the word type that the child or children need extra practice with (CVCC, CCVC, CCVCC, CCCVC, CCCVCC) based on evidence from the **Springdale Phonics Assessment Tracker**
- Secure reading words with short vowels and adjacent consonants before you teach reading words with long vowels and adjacent consonants.
- Use 'I do' 'We do' model with small grapheme flashcards to teach reading, including alien words if this is what the children need further support with. Make it explicitly clear that these words do not make sense. Move to word cards as soon as the children are ready to read independently.
- Play Change it! once a week with grapheme flashcards to make words for the children to read to increase reading speed and confidence. See Appendix C for rules
- Keep the sessions short – choose no more than six new words at a time – including the I do, We do, You do words.
- Children need to be assessed using the **Springdale Phonics Catch Up Assessment Records** at the end of each focus block. This data needs to be inputted into the **Springdale Phonics Catch Up Assessment Tracker** so that teachers can identify whether the children need to revisit the previous block or are ready to progress to the next block.
- Move on to the next word type identified in your assessments as soon as the children are ready. Remember to review words from previous lessons using the word cards/teacher-led blending.
- Use the chunking method to teach longer words for teacher-led blending and reading words.
- *Throughout the sessions, adults will need to prioritise how children are producing the phoneme. They will carefully model how to form the phonemes, drawing attention to mouth shape, tongue and teeth position, using the **pronunciation guide** to support them. Mirrors are to be utilised to support children to form the phonemes. Adults will position themselves so that all children can see their mouth shape and the adult can see theirs.*

### Typical Lesson Structure

<b>Revisit</b>	Review 2 words from the previous session using the word cards.
<b>Teach</b>	<p>Adult to build one of the words chosen from the 'Flashcard Blending' words, using the grapheme flashcards.</p> <p><b>I do - Teacher Led – Flashcard Blending</b></p> <p>Adult to model building a word from the overview using the flashcards. Adult to point to each grapheme and say its phoneme. Adult to sweep their finger across to blend the phonemes together to say the word. Repeat and gain speed to support the child hearing the word. Model blending 1 word for the 'I do' section.</p>
<b>Practise</b>	<p><b>We do – Teacher Led – Flashcard Blending</b></p> <p>After modelling blending the word in the 'I do' part, tell the children you're going to practise together. Repeat using the same word. Teacher to point to each grapheme as together you all say the phonemes and blend them back together. Repeat as necessary. Adult to choose a further 2 words from the overview, to build using the flashcards, and to collectively sound out and blend.</p>
<b>Apply</b>	<p><b>You do</b></p> <p>Teacher to explain that the words they have sounded out using the flashcards can also be written like this – indicate the whole word on a word card. Model reading the word card using the steps below.</p> <ol style="list-style-type: none"><li>1. Show the child the word</li><li>2. Point to each grapheme/draw sound buttons as you sound out the word aloud. Sweep underneath with your finger to indicate blending and say the word.</li><li>3. Repeat it back together</li><li>4. Move on to modelling sounding out in your head and saying the final word aloud</li></ol> <p>Select a sample of word cards from the session overview for children to read independently.</p>

# Imagine, Believe, Achieve

## Springdale Phonics Catch Up Programme



Word type	Flashcard Blending (Use grapheme cards to make the words.)	Word cards	Words for Change it! (Use grapheme cards for this activity.)
Short vowels			
CVCC	m-u-s-t      w-i-n-d      h-a-n-d      g-i-f-t w-e-n-t      j-u-m-p      l-a-m-p      sh-e-l-f l-u-n-ch      l-i-s-t      b-e-s-t      h-e-l-p b-e-l-t      s-o-f-t      h-u-m-p      m-i-l-k <b>Alien Words</b> s-a-n-t      k-u-m-p      h-e-n-d      j-o-s-p n-u-l-f      f-i-p-t      d-e-l-p      d-e-s-t	went hand list soft jump hend josp dest	gift lift list lost cost bench bent sent send sand land
CCVC	b-r-i-ng      s-m-e-ll      s-p-o-t      c-r-a-ck d-r-e-ss      f-r-o-g      s-m-a-sh      s-w-i-m b-l-a-ck      t-r-u-ck      f-l-i-ck      f-l-a-t p-l-u-g      s-p-i-n      c-r-o-ss      p-l-u-m <b>Alien Words</b> t-l-i-p      s-p-o-g      f-l-o-t      s-w-o-d c-r-i-n      d-r-u-p      p-l-o-b      b-l-i-t	stop dress bring flat black tlip crin spog	flag flat flap flop slop stop flap clap flip flick slick slip slit flit flip lip lips list lift gift
CCVCC	s-t-a-m-p      p-r-i-n-t      c-r-i-s-p      t-w-i-s-t g-r-a-n-d      c-r-e-p-t      s-t-a-n-d      d-r-i-f-t t-r-u-s-t      s-w-i-f-t      s-que-l-ch      s-p-e-n-d p-l-u-m-p <b>Alien Words</b> t-r-i-m-p      s-c-o-p-t      d-r-a-s-t      g-r-e-n-t s-p-e-l-ch      p-r-u-n-d      t-w-u-m-p      c-r-u-n-t	stamp print trust squelch twist trimp spelch prund	stamp stump slump lump limp stand sand send lend blend crust trust rust rush brush
CCCVC	s-t-r-i-ng      s-t-r-a-p      s-t-r-o-ng s-c-r-u-b      s-p-l-a-sh      s-p-l-a-t s-p-r-i-ng      s-p-l-i-t      s-t-r-u-ck <b>Alien Words</b> s-t-r-a-t      s-t-r-i-g      s-t-r-o-nk s-c-r-e-b      s-p-l-o-p      s-p-l-a-ck	strong splash spring scrap strut strat screb strig	splat split slip clip clap clack crack strong string sting stung stuck struck
CCCVC	s-c-r-u-n-ch      s-t-r-i-c-t      s-t-r-e-ng-th <b>Alien Words</b> s-t-r-i-m-p      s-c-r-e-n-t      s-p-r-a-p-t	strict scrunch strength strimp scrent sprapt	strict string spring sprang

### Phase 4 long vowels

Word type	Flashcard Blending (Use grapheme cards to make the words.)				Word cards	Words for Change it! (Use grapheme cards for this activity.)
Long vowels						
CVCC	p-a-i-nt b-ur-n-t  <b>Alien Words</b> b-ai-n-t t-ur-f-t	t-oa-s-t b-oo-s-t  l-oa-s-t f-oo-s-t	p-oi-n-t j-oi-n-t  h-oi-n-t d-oi-n-t	b-oa-s-t r-oa-s-t  j-oa-s-t d-oa-s-t	paint point toast boast joint baint turft loast	roast toast test rest roost root  cost coast toast boast burst
CCVC	s-p-ar-k c-r-ow-n s-p-or-t s-t-or-m  <b>Alien Words</b> s-p-ar-t c-r-ow-p g	g-r-ee-n s-p-oo-n g-l-oo-m s-m-ar-t  g-r-ee-p s-p-oo-d	b-r-igh-t f-l-oa-t s-l-igh-t s-t-ee-p  b-r-igh-k f-l-igh-b	s-w-ee-t t-r-ai-n c-l-oa-k t-r-ai-n  s-w-ee-f t-r-ai-	green storm flight bright float spart sweef brighk	book brook broom bloom gloom gloop  sight slight flight fright, bright, brain train trail tail nail snail
CCV	t-r-ee s-t-ir s-p-ear  <b>Alien Words</b> t-r-air f-l-ear	s-t-ar f-r-ee  s-t-ee f-r-air	c-l-ear s-t-air  c-l-ur s-l-ee	th-r-ee s-m-ear  th-r-ar s-m-air	stair three star clear smear trair stee clur	tree three free freed greed green grain drain  stair stir star spar spear smear
CCVCC and CCCVC	s-p-oi-l-t s-c-r-ee-n  <b>Alien Words</b> s-p-ee-l-t s-c-r-ee-p	s-p-r-ai-n s-c-r-ee-ch  s-p-r-ee-n s-c-r-ee-t	s-t-r-ai-n   s-t-r-ai-p s-t-r-ee-g	s-t-r-ee-t	spoilt street screen strain street speelt straip streeg	spoil spoilt spilt spill spell spelt  sprain strain train tree street

### Phase 4 polysyllabic words

Word type	Flashcard Blending (Use grapheme cards to make the words.)	Word cards	Words for Change it! (Use grapheme cards for this activity.)	Notes
long vowels				
+er	s-l-ee-p/er j-u-m-p/er h-e-l-p/er p-r-i-n-t/er s-w-ee-t/er <b>Alien Words</b> s-l-ai-n-er j-e-m-p-er	t-r-ai-n/er b-r-igh-t/er h-u-n-t/er s-p-r-i-n-t/er t-r-igh-t-er h-i-l-p-er s-p-r-u-n-t-er s-w-ai-p-er	trainer helper jumper brighter sprinter slainer jemper trighter N/A	
+ing	t-w-i-s-t/-i-ng s-l-ee-p/-i-ng s-m-ear/-i-ng <b>Alien Words</b> t-w-o-s-t-i-ng s-m-ow-d-i-ng	j-u-m-p/-i-ng c-r-ee-p/-i-ng c-r-ow-d/-i-ng s-l-ai-p-i-ng c-r-ow-p-i-ng	sleeping crowding twisting smearing steering twosting smowding slaiping N/A	N/A
+est	s-m-ar-t/-e-s-t f-r-e-sh/-e-s-t g-r-ee-n/-e-s-t <b>Alien Words</b> s-m-ee-t-e-s-t s-p-oi-t-est	s-t-r-o-ng/-e-s-t s-o-f-t/-e-s-t s-w-ee-t/-e-s-t t-r-ee-p-e-s-t p-l-ar-t-e-s-t	smartest greenest softest sweetest nearest smeetest treepest plartest N/A	N/A



# Springdale

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## Phase 5





### Session Overviews – Phase 5

Children need to have fluent recognition of Phase 5 GPCs and secure blending to be successful readers. These sessions are short 10 minute interventions that support children who are not keeping up with the phase 5 content. The intervention runs alongside the daily phonics sessions which follow the Springdale Phonics Progression document.

#### What to do

- Choose the Phase 5 GPCs to focus on based on evidence from the **Springdale Phonics Assessment Tracker**
- Review 2 words from the previous session using word cards
- Introduce the focus grapheme for the session and revisit the previously learnt grapheme for reading/alternate pronunciation
- Practise reading word cards containing the focus grapheme
- Keep the sessions short
- Use the chunking method to teach longer words for teacher-led blending and reading words.
- **Known alternate GPCs:** Only GPCs that have been previously taught are included here. Children may learn other linked GPCs later in the programme.
- *Throughout the sessions, adults will need to prioritise how children are producing the phoneme. They will carefully model how to form the phonemes, drawing attention to mouth shape, tongue and teeth position, using the **pronunciation guide** to support them. Mirrors are to be utilised to support children to form the phonemes. Adults will position themselves so that all children can see their mouth shape and the adult can see theirs.*

### Typical Lesson Structure – Part A

<b>Revisit</b>	Review 2 words from the previous session using the word cards.
<b>Teach</b>	<ul style="list-style-type: none"><li>*Show the focus grapheme flashcard (eg. ay)</li><li>*Say the phoneme as you trace over the letter with your finger</li><li>*Make teaching points of how to produce the phoneme using the <b>Pronunciation Guides</b>, provide mirrors to support children to know how and what their mouths should look like.</li><li>*Children to repeat the phoneme back 3 times</li></ul> <ul style="list-style-type: none"><li>*Remind children that they have heard this phoneme before, but it looked a bit different. Look at the alternate grapheme(s) cards the children have been previously taught from phase 3 (eg. ai)</li><li>*Recap that it's the same sound, but it's made from different letters</li></ul>
<b>Practise</b>	Tell the children that today they are going to practise blending the focus phoneme in words to help them to become super readers.  Use the word cards.  <b>I do – Teacher Led</b>

## Springdale Phonics Catch Up Programme

1. Show the child the word card
2. Think out loud and spot the focus phoneme in the word ("I can see the digraph ay at the end of the word.")
3. Point to each grapheme, saying the phoneme, and then sweep underneath with your finger to indicate blending
4. Repeat but whisper the sounds
5. Repeat again and explain that you're going to say the sounds in your head as you point to the graphemes.
6. Say the word aloud

### **We do – Teacher Led**

After modelling blending the word, tell the children you're going to practise together. Teacher to point to each grapheme as together you say the phonemes and blend them back together. Repeat by sounding out aloud, whispering and sounding out in your head.

### **Apply**

#### **You do**

Tell the children, now it's their turn to do it by themselves.

Repeat this process with the different words outlined in the session overviews. Aim for the children to be sounding out in their heads to support them becoming fluent readers.

#### **Sentence Level**

Adult to write the given sentence on the flipchart, following the prescribed handwriting style outlined in the **Springdale Phonics Guide**.

\*Children to identify the focus grapheme from the session and recall the word they've previously read from memory

\*Children to locate any other known digraphs and blend the words out loud or in their heads, if they are able to.

\*Children to find any tricky words

\*Adult to model sound buttoning unfamiliar words, where required, but not at the detriment of encouraging fluent reading and automatic recall of known words

\*Children to collectively read the sentence back

\*Adult to encourage them to re-read it until fluent

#### **Spelling**

**\*Choose one word to practise spelling from the 'You do' sample of words–**

**Adult to model spelling the word with the grapheme cards:**

- Say the word (e.g. 'play')
- Use your phoneme fingers to segment it and track how many sounds (e.g. *three sounds for 'play'*).
- Say each phoneme as you get the letters you need and build it with the flashcards (e.g. *p-l-ay*).
- Repeat above, writing the letters.

#### **Hide your modelled version**

- Ask the children to spell the word and check it together.
- Show the word and check the children's spelling together.
- Ask the children to check and correct their spelling

### Phase 5 – Part A – Alternate Graphemes for Reading

Block 1			
Focus Grapheme	Previously taught alternates to revisit	Words to practise blending – word cards	Sentences
ay	ai	<b>I do:</b> day <b>We do:</b> day say <b>You do:</b> play may spray crayon	I like to play with my green crayons.
ou	ow	<b>I do:</b> sound <b>We do:</b> sound cloud <b>You do:</b> out about proud found	I felt proud as I found the missing pen.
ie	igh	<b>I do:</b> tie <b>We do:</b> tie pie <b>You do:</b> lie spied cried tried	I spied there was a fox in the garden.
ea	ee	<b>I do:</b> sea <b>We do:</b> sea seat <b>You do:</b> bead meat treat steam	We had to steam the meat for tea.

Block 2			
Focus Grapheme	Previously taught alternates to revisit	Words to practise blending – word cards	Sentences
oy	oi	<b>I do:</b> boy <b>We do:</b> boy joy <b>You do:</b> oyster annoy destroy enjoy	He did not enjoy the little boy destroying his toys.
ir	ur er	<b>I do:</b> girl <b>We do:</b> girl bird <b>You do:</b> shirt skirt birth thirteen	I put on a shirt and skirt for my Birthday.
ue	oo	<b>I do:</b> clue <b>We do:</b> clue blue <b>You do:</b> true tissue argue rescue	The boys started to argue and then they cried.
aw	or	<b>I do:</b> saw <b>We do:</b> saw paw <b>You do:</b> claw jaw lawn yawn	The cat dug her claws into the lawn.

### Block 3

Focus Grapheme	Previously taught alternates to revisit	Words to practise blending – word cards	Sentences
wh	w	<b>I do:</b> when <b>We do:</b> when which <b>You do:</b> wheel whisper whack whimper	They were adding wheels to the toy car.
ph	f ff	<b>I do:</b> phonics <b>We do:</b> phonics Phill <b>You do:</b> sphinx dolphin alphabet elephant	I like to see the dolphins jump in the sea.
ew	oo	<b>I do:</b> chew <b>We do:</b> chew blew <b>You do:</b> drew threw crew screw	She needed three screws to put the shelf up.
oe	oa	<b>I do:</b> toe <b>We do:</b> toe hoe <b>You do:</b> doe woe tomatoes potatoes	We were going to have tomatoes for tea.

### ASSESSMENT BLOCKS 1-3

### Block 4

Focus Grapheme	Previously taught alternates to revisit	Words to practise blending – word cards	Sentences
au	or	<b>I do:</b> haul <b>We do:</b> haul author <b>You do:</b> Paul launch haunt August	Paul had his birthday in August.
ey	ee ea	<b>I do:</b> turkey <b>We do:</b> turkey trolley <b>You do:</b> valley donkey jockey chimney	There was one donkey on the farm.
a-e	ai ay	<b>I do:</b> came <b>We do:</b> came game <b>You do:</b> make cake snake frame	I put my snake picture in a little frame by my bed.
e-e	ee ea ey	<b>I do:</b> these <b>We do:</b> these Steve <b>You do:</b> theme even Pete evening	Pete said some theme parks are free in the evening.



### Block 5

Focus Grapheme	Previously taught alternates to revisit	Words to practise blending – word cards	Sentences
i-e	igh ie	<b>I do:</b> hide <b>We do:</b> hide tile <b>You do:</b> side smile shine slide	They say her smile shines like a light.
o-e	oa	<b>I do:</b> bone <b>We do:</b> bone home <b>You do:</b> alone stone woke explode	He was home alone when he woke up.
u-e	oo ew	<b>I do:</b> June <b>We do:</b> June rude <b>You do:</b> flute prune rule huge	The boy was rude and did not respect the rules.

### ASSESSMENT BLOCKS 4-5

### Typical Lesson Structure – Part B

<b>Revisit</b>	Review 2 words from the previous session using the word cards.
<b>Teach</b>	<p>*Show the focus grapheme flashcard (eg. i) *Say the phoneme as you trace over the letter with your finger *Children to repeat the phoneme back 3 times</p> <p>*Remind children that they have seen this grapheme before but it made a different sound. *Recap that it's the same letters, but they make a different sound</p>
<b>Practise</b>	<p>Tell the children that today they are going to practise blending the new alternate way of pronouncing the grapheme in words.</p> <p>Use the word cards.</p> <p><b>I do – Teacher Led</b></p> <ol style="list-style-type: none"><li>1. Show the child the word card</li><li>2. Think out loud and spot the focus grapheme in the word (“I can see the grapheme ‘i’ hiding in the middle of the word)</li><li>3. Point to each grapheme, saying the phoneme, and then sweep underneath with your finger to indicate blending</li><li>4. Repeat but whisper the sounds</li><li>5. Repeat again and explain that you’re going to say the sounds in your head this time as you point to the graphemes.</li><li>6. Say the word aloud</li></ol> <p><b>We do – Teacher Led</b></p> <p>After modelling blending the word, tell the children you’re going to practise a new word together. Teacher to point to each grapheme as together you say the phonemes and blend them back together. Start by sounding out aloud then whispering and sounding out in your head.</p>
<b>Apply</b>	<p><b>You do</b> Tell the child, now it’s their turn to do it by themselves.</p> <p>Repeat this process with the 4 different words outlined in the session overviews. Aim for the children to be sounding out in their heads to support them becoming fluent readers.</p> <p><b>Sentence Level</b> Adult to write the given sentence on the flipchart, following the prescribed handwriting style outlined in the <b>Springdale Phonics Guide</b>.</p>

## Springdale Phonics Catch Up Programme

- \*Children to identify the focus grapheme from the session and recall the word they've previously read from memory
- \*Children to locate any other known digraphs and blend the words outloud or in their heads, if they are able to.
- \*Children to find any tricky words
- \*Adult to model sound buttoning unfamiliar words, where required, but not at the detriment of encouraging fluent reading and automatic recall of known words
- \*Children to collectively read the sentence back
- \*Adult to encourage them to re-read it until fluent

### Spelling

**\*Choose one word to practise spelling from the 'You do' sample of words–**

**Adult to model spelling the word with the grapheme cards:**

- Say the word (e.g. 'play')
- Use your phoneme fingers to segment it and track how many sounds (e.g. *three sounds for 'play'*).
- Say each phoneme as you get the letters you need and build it with the flashcards (e.g. *p-l-ay*).
- Repeat above, writing the letters.

### Hide your modelled version

- Ask the children to spell the word and check it together.
  - Show the word and check the children's spelling together.
- Ask the children to check and correct their spelling

### Phase 5 – Part B – Alternate Pronunciations

Block 1			
Focus Grapheme – alternate pronunciation	Previously taught known grapheme for reading	Words to practise blending	Sentences
i (find)	i (fin)	<b>I do:</b> mind <b>We do:</b> mind find <b>You do:</b> wild pint child blind	She went blind when she was a child.
o (no)	o (hot)	<b>I do:</b> no <b>We do:</b> no so <b>You do:</b> old gold both cold	We stay at home when we both have colds.
c (cent)	c (cat)	<b>I do:</b> cell <b>We do:</b> cell central <b>You do:</b> acid cent city certain	She said she was certain the school was in the city.
g (ginger)	g (got)	<b>I do:</b> gent <b>We do:</b> gent gem <b>You do:</b> gym Gill magic energy	Gill loves to do magic when she is at the gym.

Block 2			
Focus Grapheme – alternate pronunciation	Previously taught known grapheme for reading	Words to practise blending	Sentences
u (unit)	u (but)	<b>I do:</b> unit <b>We do:</b> unit music <b>You do:</b> unicorn tuba human stupid	My Dad said unicorns do not play music on tubas.
ow (low)	ow (down)	<b>I do:</b> low <b>We do:</b> low grow <b>You do:</b> snow show window rower	My house had snow on the windows and the roof.
ie (chief)	ie (pie)	<b>I do:</b> chief <b>We do:</b> chief brief <b>You do:</b> field shield priest shriek	The troops held the shields as they stood on the field waiting to fight.
ea (head)	ea (sea)	<b>I do:</b> head <b>We do:</b> head dead <b>You do:</b> deaf bread heaven instead	The cook said my bread was sent from heaven.



### Block 3

Focus Grapheme – alternate pronunciation	Previously taught known grapheme for reading	Words to practise blending	Sentences
er (her)	er (farmer)	<b>I do:</b> her <b>We do:</b> her fern <b>You do:</b> stern herbs servant perm	Long ago, the servants had to chop the herbs in the garden.
a (acorn)	a (hat)	<b>I do:</b> acorn <b>We do:</b> acorn bacon <b>You do:</b> apron lady bagel apricot	The lady put on her apron, so she did not spill apricot jam on it.
y (by)	y (yes)	<b>I do:</b> by <b>We do:</b> by my <b>You do:</b> fly dry sky spy	Birds can fly way up high in the sky.
y (gym)	y (yes) y (by)	<b>I do:</b> gym <b>We do:</b> gym crystal <b>You do:</b> mystery pyramid rhythm	We still think about the mystery of the pyramids.

### ASSESSMENT BLOCKS 1-3

### Block 4

Focus Grapheme – alternate pronunciation	Previously taught known grapheme for reading	Words to practise blending	Sentences
y (happy)	y (yes) y (by) y (gym)	<b>I do:</b> happy <b>We do:</b> happy funny <b>You do:</b> carry hairy smelly penny	The skunk was hairy and smelly.
ch (school)	ch (chip)	<b>I do:</b> school <b>We do:</b> school Chris <b>You do:</b> Christmas chemist chord chorus	The Christmas carol singers sang the chorus of Little Donkey.
ch (chef)	ch (chip) ch (school)	<b>I do:</b> chef <b>We do:</b> chef chalet <b>You do:</b> machine charlotte	Chef Charlotte needed to grind the meat with a machine.
ou (you)	ou (out)	<b>I do:</b> you <b>We do:</b> you soup <b>You do:</b> youth coupon wound group	We had a group coupon to go to the zoo.



### Block 5

Focus Grapheme – alternate pronunciation	Previously taught known grapheme for reading	Words to practise blending	Sentences
ou (could)	ou (out) ou (you)	<b>I do:</b> should <b>We do:</b> should could <b>You do:</b> should could would	If we could drive, we would get there much quicker.
ou (mould)	ou (out) ou (you) ou (could)	<b>I do:</b> mould <b>We do:</b> mould shoulder <b>You do:</b> mould shoulder boulder	He lifted the huge boulder on his shoulder.
ey (they)	ey (donkey)	<b>I do:</b> they <b>We do:</b> they grey <b>You do:</b> they obey prey survey	The bird of prey would obey his trainer.

**ASSESSMENT BLOCKS 4-5**

# Springdale Phonics

Catch Up Programme

**APPENDIX**



## Appendix A – Recognising Graphemes Ideas

### Recognising Graphemes (applicable to all phases)

- \*Use this activity to give children repeated practice of recognising their GPCs to support with their automatic recall and fluency
- \*This method can be used with any grapheme/tricky word/words that need additional practice

#### **Resources**

- \*Focus grapheme card
- \*Blank grapheme grid
- \*Prepared grid with the focus grapheme/word repeated several times
- \*Use 3 other known graphemes/words to fill the remaining spaces

### I Spy Activity

#### **Revisit**

- \*Quick recall of other known graphemes that will be used in the grid (flashcards)

#### **Teach**

- \*Show the focus grapheme flashcard
- \*Say the phoneme as you trace over the letter with your finger

#### **Practise**

- \*My turn, your turn – child parrots the adult pronouncing the phoneme and tracing the letter formation

#### **Apply**

- \*Show the filled in grapheme grid
- \*Model pointing to the focus grapheme and reading it aloud
- \*Point to the focus grapheme on the grid and ask the child to read it
- \*Ask the child to find the grapheme and read it
- \*Now, ask the child to read all the graphemes in the row
- \*If they do not know a sound, tell them and ask them to repeat it back
- \*Repeat, building on fluency

### Recognising Graphemes (applicable to all phases)

\*Use this activity to give children repeated practice of recognising their GPCs to support with their automatic recall and fluency

\*This method can be used with any grapheme/tricky word/words that need additional practice

#### **Resources**

\*Focus grapheme card

\*Use 3 other known graphemes/words

### Win It Activity

#### **Revisit**

\*Quick recall of other known graphemes that will be used in the game

#### **Teach**

\*Show the focus grapheme flashcard

\*Say the phoneme as you trace over the letter with your finger

#### **Practise**

\*My turn, your turn – child parrots the adult pronouncing the phoneme and tracing the letter formation

#### **Apply**

##### **Step 1:**

- a) Show the new grapheme (flashcard).
- b) “My turn” - Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along.
- c) “Your turn” - Ask children to repeat this at least 3 times.

##### **Step 2:**

- a) Put the new grapheme in with a collection of known graphemes. (Put it nearer to the start to begin with.)
- b) Go through all of the grapheme flashcards.

##### **Step 3:**

- a) If the child recognises the grapheme, encourage them to put their hands on their head to show their understanding. Put the grapheme at the back and continue to show the cards.
- b) If the child doesn't recognise the grapheme, tell them the phoneme. Ask the child to repeat and put it closer to the front.



### Teaching a new GPC

#### Resources

- \*Focus grapheme card
- \*Objects from sound bags (phase 2)

#### What's In The Box Activity

##### **Revisit**

\*Quick recall of other known graphemes

##### **Teach**

\*Explain that all the items in the box begin with the same phoneme

\*Take out each one, say what it is, and emphasise the beginning phoneme. Say you can hear x phoneme at the beginning and clarify the word begins with x.

##### **Practise**

\*My turn, your turn – child parrots the adult pronouncing the word and says the phoneme and name of the object

\*Repeat several times, with different items.

##### **Apply**

\*Ask the children to select an item. Say the word and the beginning phoneme independently.

#### Grapheme Game Activity

##### **Revisit**

\*Quick recall of other known graphemes

##### **Teach**

\*Show the new grapheme and the accompanying image. Discuss the picture and make the connection between this and the grapheme.

\*Repeatedly say the phoneme as you trace your finger over the grapheme

##### **Practise**

\*My turn, your turn – child parrots the adult pronouncing the phoneme as they trace the grapheme

##### **Apply**

\*Hide the grapheme flashcard out of sight (either by turning it over, covering it, putting it behind your back) reveal the grapheme and the child calls out the corresponding phoneme

\*Repeat until the child is confidently and consistently recognising the grapheme

## Appendix B – Oral Blending Ideas

### Oral Blending

\*Oral blending is an important skill needed for reading, but it is not a prerequisite for learning to blend with graphemes or read

\*Children who can not blend aloud can show their understanding by pointing to pictures associated with words

### Resources

\*Mystery items to orally blend

\*Images of objects to orally blend

### Mystery Item Activity

#### **Revisit**

\*Play a quick game of Simon Says using oral blending to finish the instruction  
“Simon says clap your h-a-nd-s”

“Simon says stamp your f-ee-t”

#### **Teach**

\*Explain to the children that you have a box/bag of mystery items, and you need their help to identify what they are

\*Sound talk/orally blend the word several times eg. p-e-n p-e-n and say the whole word.. Repeat back the sentence, “The word is pen”.

#### **Practise**

\*Sound talk/orally blend the word several times eg. h-a-t h-a-t and say the whole word. Ask the children to blend the sounds back together with you. Repeat back the sentence, “The word is hat”.

#### **Apply**

\* Sound talk/orally blend the word several times eg. d-o-g d-o-g and ask the children to blend the sounds back together independently. Can they say the sentence, “The word is dog”.



### Picture Spotter Activity

**Revisit**

\*Play a quick game of Simon Says using oral blending to finish the instruction

“Simon says clap your h-a-nd-s”

“Simon says stamp your f-ee-t”

**Teach**

\*Explain to the children that you have a selection of pictures – introduce the names of each of the pictures. Tell them you are going to sound talk one of the words and want them to point to the picture you have sound talked

\*Sound talk/orally blend the word several times eg. p-e-n p-e-n and say the whole word. Repeat back the sentence, “The word is pen” and point to the corresponding picture

**Practise**

\*Sound talk/orally blend the word several times eg. h-a-t h-a-t and say the whole word. Ask the children to blend the sounds back together with you. Repeat back the sentence, “The word is hat” and ask the children to point to the corresponding picture.

**Apply**

\* Sound talk/orally blend the word several times eg. d-o-g d-o-g and ask the children to blend the sounds back together independently. Can they say the sentence, “The word is dog”.

## Appendix C – Blending Ideas

### Blending

This activity helps the children to see how the graphemes within the word affect how the word sounds. It should help the children to identify individual sounds in all parts of the word.

#### Resources

\*Flashcards

\*Word Cards

### Change It Activity

#### **Revisit**

\* Review reading 4 words from the week using the word cards

#### **Teach**

For each word:

- Put out the flashcards to make the word eg. g-i-f-t for gift
- Ask the children to sound-talk each grapheme and then blend to read the word aloud.
- Point to each grapheme and then sweep beneath the word to signal blending.  
**Do NOT help the children.**
- Look at the children (not at the card).
- Read the word together.

#### **Practise**

- **Say:** Change it! Take one grapheme away and replace it with the new grapheme to change the word.
- Ask the children to read the new grapheme. Remind them of what the word said before.
- **Say:** Now let's read a new word.

Repeat the procedure above.

#### **Apply**

Repeat the activity by changing a grapheme to create a new word